

VOLTA BUREAU



WASHINGTON, D.C.

HISTORIES
OF
American Schools for the Deaf,
1817-1893.

PREPARED FOR THE VOLTA BUREAU BY THE PRINCIPALS AND
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ANNALS OF THE DEAF.

IN THREE VOLUMES.

VOLUME III.
DENOMINATIONAL AND PRIVATE SCHOOLS
IN THE UNITED STATES.
SCHOOLS IN CANADA AND MEXICO.
SCHOOLS WHICH HAVE BEEN DISCON-
TINUED.
SUPPLEMENT.

WASHINGTON, D. C. :
THE VOLTA BUREAU.
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I.

DENOMINATIONAL AND PRIVATE SCHOOLS IN THE
UNITED STATES.



*Your Teacher and friend,
Z. L. Whipple*

The Whipple Home School for the
Deaf,

MYSTIC, CONNECTICUT,

1869-1893.



By MARGARET WHIPPLE HAMMOND,

Superintendent of the School.

THE WHIPPLE HOME SCHOOL FOR THE DEAF.

THE Whipple Home School was founded by Jonathan and Zerah Whipple about twenty years ago.

Jonathan Whipple had a deaf son, Enoch, who is still living, at the age of sixty-eight years. Jonathan observed that Enoch watched his mouth very closely while he was talking, and that if Enoch did this he understood him. He also found that by having Enoch watch his mouth while he pronounced different words the boy would speak distinctly, when otherwise he failed. Jonathan Whipple was a man of indomitable will and perseverance and he determined to teach his son to speak and read the lips well. This he succeeded in doing, so that now there is certainly no better living example of the value of this method of teaching the deaf than Enoch Whipple. He reads the lips perfectly, speaks sonorously and distinctly, and is a man of strict integrity and broad cultivation.

Jonathan Whipple at all times advocated this method of teaching the deaf, but no real plans for a school materialized until his grandson, Zerah Whipple, was about twenty years old. Zerah was a thoughtful young man and a good student. He became greatly interested in his grandfather's methods and determined to devote his life to the instruction of the deaf by the oral method. This he did conscientiously and well. He invented the Whipple's Natural Alphabet, which is still of great assistance to the teachers in their work.

The School was quite extensively advertised, and it grew in numbers until a dozen or so pupils from all parts of the United States, and from little children to grown men and women, were under his instruction. In a few years Zerah purchased from the heirs of one of Mystic's deceased wealthy citizens his former summer residence and moved his little School there. This was an admirable situation for the School, and its location has not since been changed. The house is little over a mile from the village of Mystic, healthfully built and situated on a high hill, commanding a beautiful view of the village, river, and sound. One can judge of the healthfulness of the location of the School from the remarks of one of the teachers. She casually observed that she had taught there

two years and the services of a physician had not been required for any scholar during that time.

Zerah Whipple did not make a success of the School financially, as he was never able to lift the mortgage from the property; but he was a wonderful teacher, as all of his pupils will testify.

At first the School was supported by the parents of the pupils and friends of the School, making in all about three



THE WHIPPLE HOME SCHOOL FOR THE DEAF.

hundred dollars a year for each pupil. Finally Zerah succeeded in persuading the State legislature of Connecticut and later that of New Jersey to appropriate one hundred and seventy-five dollars a year for each pupil [from its State. This secured the advantages of his School to the poor, but added nothing to his finances, for more teachers were needed and they absorbed the profits.

Zerah Whipple died while still a young man, with his work but just begun. His brother-in-law, Frank Whipple, soon took charge of the School, and about this time the State of New Jersey withdrew its appropriation and transferred its

pupils to the Trenton sign school. In the meanwhile deaf schools had been established in many of the other States, the advertising ceased, and soon the School numbered no paying pupils outside of the State of Connecticut.

Frank Whipple did not make a financial success of the school, the number of pupils gradually decreasing until, about six years ago, he was offered a position as articulation teacher in the California Institution at Berkeley. This he accepted, and an aunt of Zerah Whipple's, Mrs. Margaret Whip-



MRS. MARGARET WHIPPLE HAMMOND.

ple Hammond, assumed charge of the School. It again began to increase in numbers, and now for several years it has averaged about twenty pupils. Two regular teachers and one assistant teacher are employed. The assistant teaches and observes and takes care of the girls out of school-hours. A man is employed to take charge of the boys out of school.

This School is and has always been conducted on the strictly oral plan. No signs have ever been taught in the School, and the use of them has at all times been discouraged. Every child is taught articulation and lip-reading, and by means of these the English branches are taught.

The School session begins the second Wednesday in September and closes the first Friday in June, with about a week's vacation at Christmas-time, when the children may either go home or remain at School. Most of the vegetables, milk, and eggs are supplied by the farm attached to the School, and the strawberries raised there are sold to the merchants of the village in exchange for groceries.

The boys help about the farm out of school-hours, and the girls learn to cook, sew, and help about the housework.

In the past two years neither parents nor friends of the School have given over twenty-five dollars for any pupil, but with the help from the farm and the State appropriation of \$175 for each pupil the School has been maintained comfortably and well. The School is, as its name indicates, a *Home School*. All, including the scholars, are members of one large family. All eat at the same table, use a common sitting-room, and are in all respects made to feel as if they were at home.

The School is evenly divided between the two teachers and graded as carefully as possible. Much individual attention is given to each scholar, the assistant being always ready to devote extra time to those pupils who may need it most. The teachers are supplied with all books and apparatus that they think will assist them in their work, though the general School library is small, no donations from outside having ever been made to it. Great pains are taken to awaken an interest in the pupils in reading, and all the books and periodicals that the means of the School will allow are procured. The proprietors of the School are glad at all times to entertain any one who may wish to visit the School and see what is there being accomplished.

The present officers of the School are :

Mrs. MARGARET HAMMOND,	<i>Superintendent.</i>
Miss IDA HEWITT,	<i>Teacher.</i>
Miss LIZZIE DONOHUE,	"
Miss GRACE ADAMS,	<i>Assistant Teacher.</i>
Mr. WYLIE A. WHIPPLE,	<i>Supervisor of Boys.</i>

The German Evangelical Lutheran
Deaf-Mute Institution,

NORTH DETROIT, MICHIGAN,

1873-1893.

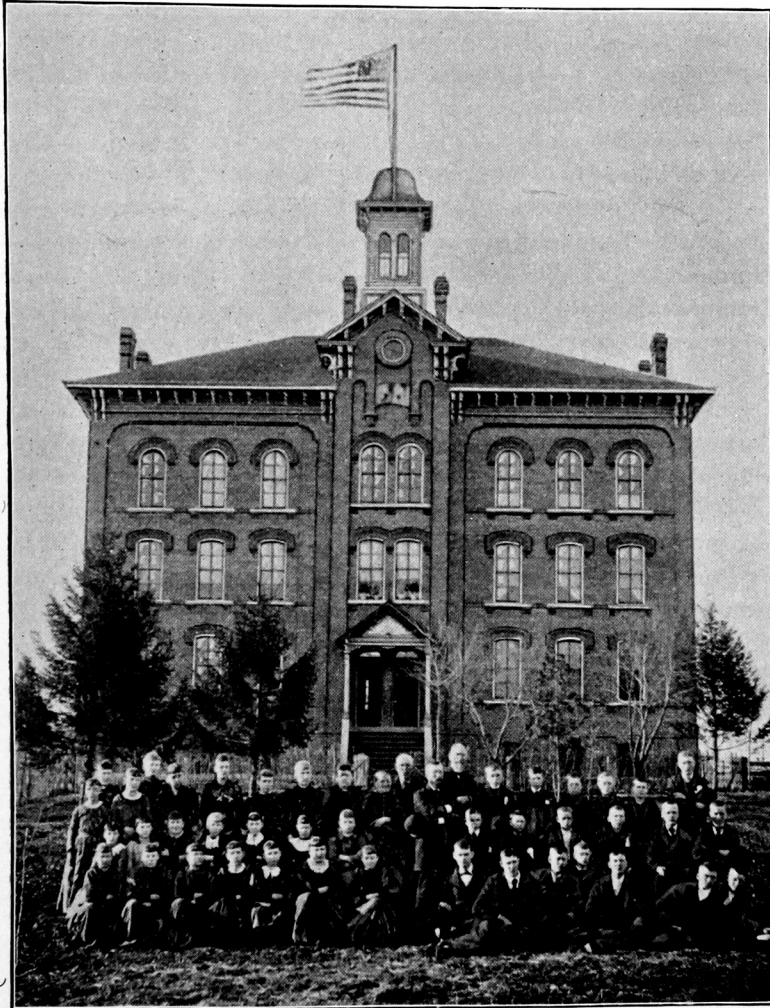


BY D. H. UHLIG,

Director of the Institution.

THE GERMAN EVANGELICAL LUTHERAN DEAF-MUTE INSTITUTION.

In the year 1873 there was organized within the membership of the Evangelical Lutheran Church of Detroit, Michigan, a



THE GERMAN EVANGELICAL LUTHERAN DEAF-MUTE INSTITUTION.

society whose object was to erect an orphanage for orphans of the Lutheran Church within the State of Michigan. For this

purpose ten acres of land were purchased some twelve miles west of Detroit, within the confines of Royal Oak, Oakland county, Michigan, on which was erected a building of adequate dimensions for the time. The Rev. G. Speckhard, then pastor of a society in Sebewaing, Huron county, Michigan, was called to take charge of the orphanage. Pastor Speckhard accepted the call and assumed charge of the orphanage, and also of the Lutheran congregation at Royal Oak. He was accompanied by two deaf-mute children, natives of Saginaw county, Michigan, whom he had already for several years successfully instructed by the German oral method, and whose parents desired that he should continue to so instruct them in order to enable them to be confirmed in the Lutheran faith. This system of orally instructing the deaf was well known to Pastor Speckhard, as he had twenty years previously taught the same in the German Deaf-Mute Institution at Friedberg, in the Grand Duchy of Hesse-Darmstadt—a system of instruction then unknown not only in the State of Michigan, but also in other States of the Union. Nevertheless, this system met with speedy approval, and consequently, within ten months, no fewer than fifteen deaf-mute pupils had presented themselves to the Rev. Mr. Speckhard for German oral instruction. This unexpectedly compelled the society in question either to decide on carrying out their original design of establishing an orphan asylum or to found an institution for deaf-mutes, because to conduct and sustain two benevolent institutions having entirely different ends in view was out of the question. After mature deliberation, it was decided to found a deaf-mute institution, more especially because, meanwhile, other provisions had been made for orphans by the establishment of an orphanage at Addison, Du Page county, in the adjoining State of Illinois, where also the orphans of Michigan could be accommodated, and more especially because an institution under the auspices of the Lutheran Church where deaf-mutes of the Lutheran faith could be instructed had been seriously desired for some time past. The orphans, therefore, were transferred to the Home at Addison, and the Michigan Institute was then incorporated, and devoted exclusively to the instruction of deaf-mutes according to the German oral method.

The existing structure, which soon proved inadequate, necessitated plans for enlargement. As, however, for divers reasons, it became desirable to have the Institution in the

vicinity of the city of Detroit, a suitable location was looked for, whereupon a noble-minded American, Mr. Philetus William Norris, of Norris, Wayne county, Michigan, tendered to the association the generous gift of twenty acres of land, improved with sundry farm buildings, provided the Institution should be removed to Norris. This praiseworthy offer was gratefully accepted. At once arrangements were made to erect there a suitable building to accommodate some fifty pupils. The structure was commenced, proceeded satisfactorily, and was happily completed early during the year 1875. It is true this encumbered the society with an indebtedness of \$15,000, which, owing to the stringency of the times, entailed innumerable cares and responsibilities upon the Institution, to overcome and satisfy which demanded no small amount of thought and labor. But the work has been accomplished with God's assistance, the undertaking not only holding its own, but meanwhile actually advancing in prosperity; so that to-day it has paid off nearly all of its debt, besides adding numerous conveniences and improvements to the Institute building and erecting three teachers' residences. The total expenses of erection, improvement, maintenance of pupils, salaries of teachers, matrons, and other employees have been and are defrayed from voluntary contributions and gifts bestowed by members of the Evangelical Lutheran Church in this country; in particular by those of the aforesaid Evangelical Lutheran Synodal Conference. Thus far no State support has been received and none is asked for.

The transfer of the Institution from Royal Oak to Norris, as stated, occurred in February, 1875, the Institution then comprising 23 pupils, together with the director, G. Speckhard, and family, and Mr. H. Uhlig, who, in January, 1875, had been called into service as an assistant instructor from the Theological Seminary at St. Louis, Missouri. The ceremony of dedication took place on the following 17th day of May, and was attended by a large concourse of friends and patrons from Detroit and vicinity, the deaf pupils on that occasion giving evidence of the results of their instruction by speaking orally in public. Their efforts met with general approbation. At the same time those present inspected the interior arrangements of the Institution building. The latter is, exclusive of basement, a three-story brick structure, 46 x 74 feet, ornamented with a belfry. The basement comprises a

cellar, store-rooms, a bake oven, laundry and bath rooms. On the first floor are two spacious school-rooms, a dining hall, which serves at the same time as the boys' study, a kitchen, and on either side wash-rooms for the children—the one for the boys being on the east, and that for the girls on the west



H. UHLIG.

side of the building. On the second floor are the living-rooms of the matron and husband, or "*Hauseltern*" (the so-called "Institution father and mother"), dormitories for the girls, their rooms for study and industrial classes, and an apartment for the sick. On the third floor are an additional school-room, dormitories for the boys, and a guest chamber. Fire-escapes are provided from each story. All of the apartments have

high ceilings and are bright and cheerful, while the stairways and halls are wide and convenient.

Thus arranged, the activity of the Institution increased to such an extent that, within the year 1875, another instructor, Mr. G. Ritzman, was engaged. This gentleman, however, after serving some eighteen months, withdrew, and it devolved again upon the remaining two instructors, Messrs. Speckhard and Uhlig, to divide the labor of the school-work. This continued until November 20, 1879, when the Institution sustained a most severe loss in the sudden demise of its founder and faithful director, the Rev. G. Speckhard. The assistant instructor, H. Uhlig, who had been specially prepared for the arduous duties of deaf-mute training, was then appointed to succeed the deceased as director, which position he has held ever since. Messrs. L. Zeile and H. Witte were then called in as assistant instructors, and in place of Mrs. Speckhard, who, with her deceased husband, had supervised the domestic arrangements of the Institution, Mr. and Mrs. F. Vogt were installed as Institution father and mother—manager and matron. At the same time, they assumed charge of the farm connected with the Institution, heretofore conducted by farm hands. Instructor Witte, however, left the Institution in the year 1883, and Mr. L. Krause took his place, which he continues to hold at the present time. In the year 1885 Mr. Zeile retired and Mr. J. G. Etter succeeded him as instructor, but also withdrew in 1892. Meanwhile Mr. and Mrs. Vogt also left, and Mr. and Mrs. J. Ketel were chosen as manager and matron, which positions they now hold.

The total number of pupils since the foundation of the Institution amounts to 183, distributed as follows :

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
1880.....	20	18	38
1881.....	24	20	44
1882.....	24	16	40
1883.....	28	16	44
1884.....	20	20	40
1885.....	28	13	41
1886.....	26	9	35
1887.....	26	11	37
1888.....	22	16	38
1889.....	21	26	47
1890.....	21	24	45
1891.....	20	25	45
1892.....	20	22	42
1893.....	19	21	40

As above stated, there are at present only two instructors, the director, H. Uhlig, and Mr. L. Krause; a third will be appointed at an early day.

The total expenditure for maintenance of the Institution during the last fiscal year aggregated...	\$4,257 00
The total receipts during the same period were...	4,717 00
Of this latter sum the parents of pupils paid on account of board.....	1,310 31

Board, however, is only paid by parents able to do so; others are exempt. The maximum amount charged for board is \$10 per month. This sum, however, is only paid by very few; by far the greater number of those who pay do so according to their ability.

The total valuation of the property of the Institution, real and personal, is estimated to be \$25,000.

In regard to the school proper, and more especially the work of instruction, as already stated, the oral method in the German language is taught and used. This German oral method of instruction is conducted strictly in the manner and according to the system which prevails in nearly all of the deaf-mute institutions of Germany, which is designated as the speech-method.

The first thing done with a pupil upon entry is to have him engage in breathing exercises; that is to say, lung gymnastics are employed, with a view systematically to encourage the emission of single sounds, the teacher slowly emitting sounds in a clear and natural manner and encouraging the pupil to imitate them. As a rule, the beginning is made with the consonants h, b, d, etc. In cases, however, where the pupil, in repeating, inclines more readily to give vowel sounds, vowels themselves are at first substituted for consonants. After a few hours thus devoted to practice on single sounds, several of the easier sound combinations are secured and determined, and soon, with a view to impart greater interest and eagerness, significant sounds and word combinations present themselves, which are readily and eagerly comprehended by the youthful beginners in speech. As accessories in attaining this end, use is made of a collection of pictorial mural reading charts prepared and published by the director of the school at Frankfort-on-the-Main, Mr. J. Vatter. In this way, utilizing these by story and otherwise, the first speech, lip-reading, and instruction in writing is given. It follows, of course, that all which

the pupil has thus correctly articulated is permanently secured to him by writing, as likewise that writing from the very first is steadily called into requisition and daily practiced.

The acquisition and definite determination of all sounds in connection with and relation to significant words, with scholars of ordinary capacity, takes from six to eight months—longer, however, in the case of the more dull and intellectually feeble. By the time a pupil has thoroughly familiarized himself with the contents of the mural charts, he has also advanced sufficiently to be able to read printed matter, and, therefore, now receives his first reader, entitled “Object and Language Instruction.” The pupil is here confronted with sentences, and henceforth is taught to read by sentences, and so to speak and think. In addition to this reader, in which grammar receives systematic consideration, forms of speech in sentences, such as the responses to queries like “where,” “whereof,” “whereunto,” “why,” “wherefore,” etc., are specially practised, as also are all manner of substitute forms of speech, the language of personal intercourse, and of whatever transpires in the daily routine of life. Furthermore, a special course of object lessons is introduced about this time, as, in fact, during the entire course of instruction, by observations *in natura*, models, and pictures. At this time also, after the requisite preliminary exercises in numbers have been had, the study of arithmetic is commenced, first with numbers ranging from 1 to 10, then 1 to 20, and later 1 to 100.

It requires from two to three years for the material contained in the first reader to be thoroughly mastered. When this is done, the pupil receives his second reader, in which not only grammar is introduced in its more extended form, but the contents generally pay due attention to descriptive and narrative forms of speech. The special exercises in the forms of speech already referred to are continued, as also are all those involving the more difficult vocal and consonant combinations, for the latter of which J. Vatter has issued special language charts as a basis. At this stage of the pupil's progress, and even earlier at times, biblical history is introduced, and somewhat later religious instruction is given. This is at first of the simplest kind, and then gradually augmented. Geography, more especially that of the United States, is also taught, as well as the more important features of natural and political history. Practice in arithmetic now embraces the

four ground rules, with numbers in words and figures, and in some cases includes simple work in fractions. On the part of the pupils, brief compositions and other work which involves writing, such as keeping a diary, letters, etc., are exacted, in which to some extent they have already had some practice. Likewise drawing and ornamental penmanship have meanwhile been added to the curriculum, together with the study of the English language. The latter, however, is confined to writing, as the repeated efforts made have shown us that it is too much and too difficult for deaf children to learn simultaneously equally well, orally, two different languages during a period of only six years' attendance at school, which frequently, alas! ignorant parents even abbreviate.

It is true one of the languages suffers to the extent of only being learned in its written form, whereas the other, the orally acquired language, also suffers somewhat. We must, however, accommodate ourselves to circumstances and do the best we can, and not what one might prefer to do on his own account.

This applies equally to the matter of taking children into school to be instructed under the same roof regardless of their mental capacity, whether gifted or of feeble intellect. Owing to the fact already stated, that our Institution was primarily founded in order that all the deaf belonging to the Lutheran Church might be made acquainted with the Lutheran faith to the extent that they might, in later years, of their own personal volition, become members of their mother church, it is requisite that the German oral language shall at all times take precedence in our speech intercourse, so that by means of the same our scholars may finally, on leaving school, be enabled to be confirmed in the said faith. Therefore, in addition to other essentials, it becomes incumbent upon us that at all events during the second half of the entire school term special attention be given to the matter of religious instruction.

In addition to the mental labor which the pupils are called upon to do in the school proper, they are also taught to do suitable work out of school-hours. The girls are employed in the kitchen, in the dining-room, in the laundry, in the sewing-room, at repairing, etc., while the boys are put to work in the yards, in the gardens, and upon the fields, prepare wood, and perform such other duties upon the premises as are helpful and to which they may be assigned.

The study and school hours daily comprise five and a half hours, and the annual school term extends from September 1st to July 15th. In addition to the summer vacation, there are holidays of eight days each at Christmas and Easter.

The age of admission for pupils varies from eight to fifteen years; applicants exceeding that age are only taken exceptionally.

The library of the Institution contains some four hundred volumes and pamphlets, together with a collection of pictures, charts, and other appliances of service in object-lessons.

The Evangelical Lutheran Synod of Missouri and other States exercises general supervision over the Institution, whereas the immediate control devolves upon a board of managers, the members whereof are residents of Detroit, Michigan, consisting at present of the following-named gentlemen :

BOARD OF MANAGERS.

Rev. J. A. HUEGLI, *President.*

Rev. A. DANKWORTH, *Vice-Prest.*

C. H. BEYER, *Sec't'y.*

C. D. STRUBEL, *Cashier.*

J. RUNGE, *Treasurer.*

A. H. CHRISTIANSEN.

C. FLASH.

J. BECKER.

J. MOENCH.

LIST OF PUPILS FROM

NAME.	RESIDENCE.	Admitted.
1. Wilh. Engelbrecht.....	Waldenburg, Mich.....	1873
2. Anna Kalb.....	Detroit, Mich.....	1873
3. Margaretha Graaf.....	Frankenmuth, Mich.....	
4. Margaretha Frisch.....	Frankenmuth, Mich.....	
5. Georg Streb.....	Kandelville, Ind.....	1873
6. Mathilde Goerke.....	Chicago, Ill.....	1873
7. Johann Maass.....	Detroit, Mich.....	1873
8. Wilhelm Schmidt.....	Chicago, Ill.....	1873
9. Carl Grützmacher.....		1873
10. Theodore Fisk.....	Chicago, Ill.....	1874
11. Gustav Gatzke.....		1874
12. Beruhard Keck.....	Inglefield, Ind.....	1874
13. Friedrich Klagge.....	Winona, Minn.....	1874
14. Johann Puehn.....	Racine, Wis.....	1874
15. Carl Baumruk.....	Chicago, Ill.....	1874
16. August Doerfeld.....	Chicago, Ill.....	1874
17. Pauline Gensche.....	Chicago, Ill.....	1874
18. Bertha Reuter.....	Detroit, Mich.....	1874
19. Maria Tress.....	Pomeroy, Ohio.....	1874
20. Albert Orth.....		1874
21. Johann Botz.....	Buffalo, N. Y.....	1875
22. Heinr. Hunneberg.....	Palatine, Ill.....	1875
23. Anna Heth.....	Fort Wayne, Ind.....	1875
24. Auguste Hermsdörfer.....	Fort Wayne, Ind.....	1875
25. Carl Burnmeister.....		1875
26. Friedr. Hagemayer.....	Pemberville, Ohio.....	1875
27. Ludwig Berghorn.....	Fort Wayne, Ind.....	1875
28. Friedr. Moellering.....	Fort Wayne, Ind.....	1875
29. Caroline Fleischhut.....	Fraser, Macomb Co., Mich.....	1875
30. Addie Rice.....	Morenci, Lenawee Co., Mich.....	1875
31. Heinrich Schippei.....	Kelley's Island, Ohio.....	1875
32. Emil Mathias.....	Bloomfield, Wis.....	1875
33. Wilh. Bierkamp.....	Norris, Wayne Co., Mich.....	1875
34. Theodor Holtz.....	P. O. Eberfield, Ind.....	1876
35. Friedr. Nabring.....	West Cleveland, Ohio.....	1876
36. Ella Lambert.....	Chicago, Ill.....	1876
37. Nicholas Steinmetz.....	Chicago, Ill.....	1876
38. Mathias Steinmetz.....	Chicago, Ill.....	1876
39. Bertha Weinsheimer.....		1876
40. Louise Bullermann.....	Fort Wayne, Ind.....	1876
41. Margaretha Butz.....	Monroe, Mich.....	1877
42. Carl Löffler.....	Monroe, Mich.....	1877
43. Jacob Heinold.....	Chicago, Ill.....	1877
44. Arthur Krauz.....	Wheeling, Cook Co., Ill.....	1877
45. Emilie Zühlke.....	Oshkosh, Wis.....	1877
46. August Giffey.....	Ursa, Adams Co., Ill.....	1877
47. Egenie Linaack.....	Vinton, Benton Co., Iowa.....	1878
48. Paul Schwandt.....	Bloomington, Ill.....	1878
49. Anna Schroeder.....	Chicago, Ill.....	1878
50. Mathilde Kamradt.....	Chicago, Ill.....	1878
51. Alma Sir.....	Chicago, Ill.....	1878
52. August Henschel.....	Chicago, Ill.....	1878
53. Wilh. Marschinke.....	Faribault, Minn.....	1878
54. Heinr Cornelius.....	St. Louis, Mo.....	1878
55. Friedrk Spraktis.....	Omaha, Neb.....	1878

THE TIME OF OPENING.

Discharged.	Age when admitted.	Age when deafness occurred.	CAUSE OF DEAFNESS.	REMARKS.	
1877	14	.....	Congenital.....	Carpenter—Married.	1
1879	12	.....	Congenital.....	— Married.	2
1874	.....	3½	Unknown Illness.....	Died.	3
1875	.....	.....	Paralysis.....	Dressmaker.	4
1879	9	2	Fever.....	Died.	5
1877	10	2½	Inflammation of Brain.....	—	6
1878	10	1½	Nervous Illness.....	Painter—Married.	7
1878	10	1½	Toothache.....	Cigar-box Maker.	8
1879	9	3	Cramps in Head.....	— Married.	9
1878	11	1½	Unknown Illness.....	Cigar-maker.	10
1880	.....	.....	Rheumatism.....	Farm Laborer.	11
1878	12	3½	Headache.....	Died.	12
1877	15	2	Quinsy.....	Printer.	13
1878	11	.....	Illness.....	Farmer.	14
1880	10	.....	Eruption of Ear.....	Shoemaker.	15
1877	11	.....	Measles.....	Painter—Married.	16
1875	9	1½	Inflammation of Brain.....	—	17
1879	12	8	Nervous Fever.....	— Married.	18
1876	14	1½	Scarlet Fever.....	—	19
1881	6	3½	Inflammation of Brain.....	—	20
1879	14	3	Scarlet Fever.....	Tailor.	21
1877	14	2½	Cramps, etc.....	Farmer.	22
1879	9	2	Scarlet Fever.....	— Married.	23
1879	15	2	Scarlet Fever.....	— Married.	24
1876	9	2½	Unknown Illness.....	—	25
1880	10	1½	Fever.....	Carpenter—Married.	26
1880	11	1½	Head trouble.....	Tailor.	27
1880	10	1½	Toothache.....	Tailor.	28
1879	15	3½	Cramps.....	—	29
1876	9	.....	Congenital.....	—	30
1883	10	1	Unknown Illness.....	Farmer.	31
1876	.....	.....	Nervous Fever.....	—	32
1876	13	.....	Congenital Debility.....	—	33
1880	11	3	Nervous Fever.....	—	34
1876	14	.....	Paralysis.....	Died.	35
1878	7	3½	Spotted Fever.....	—	36
1882	8	.....	Unknown Illness.....	Cigar-maker.	37
1882	7	1	Fall.....	Cigar-maker.	38
1879	16	5	Scarlet Fever.....	— Married.	39
1881	11	2½	Measles.....	Dressmaker.	40
1884	9	5	Nervous Fever.....	Dressmaker.	41
1884	9	4½	Inflammation of Spine.....	Shoemaker.	42
1881	19	4	Inflammation of Brain.....	Cigar-maker.	43
1885	8	.....	Congenital.....	Died.	44
1884	10	5	Scarlet Fever.....	—	45
1884	11	5	Spotted Fever.....	Died.	46
1882	14	¾	Measles.....	— Married.	47
1879	9	3	Scarlet Fever.....	—	48
1882	7	1	Fever.....	Dressmaker.	49
1882	9	7½	Measles.....	—	50
1882	8	.....	Unknown Illness.....	—	51
1885	9	2	Inflammation of Brain.....	—	52
1884	9	2	Scarlet Fever.....	Farm Laborer.	53
1886	7	.....	Unknown.....	—	54
1885	10	.....	Unknown.....	—	55

List of Pupils from the

NAME.	RESIDENCE.	Admitted.
56. Wilhelm Krouse	Montague, Mich.	1879
57. Carl Kielgas	Woodville, Dundas Co., Wis.	1879
58. Wilh. Schmekpeper	Barre Mills, La Crosse, Wis.	1879
59. Hermann Heier	Chicago, Ill.	1879
60. Edward Pahl	Michigan City, Ind.	1879
61. Auguste Huhn	Racine, Wis.	1879
62. Anna Schewe	Chicago, Ill.	1879
63. Amalia Hilpert	Kohlsville, Wash. Co., Wis.	1879
64. Emma Munsch	Weyauwega, Waupaca Co., Wis.	1879
65. Wittemann (Knabe)	Detroit, Mich.	1879
66. Heinrich Zarling	Cedarburg, Ozaukee Co., Wis.	1879
67. Rosa Seeger	Dubuque, Iowa	1879
68. George Maser	Peoria, Ill.	1880
69. Hermann Retzlaff	Belle Plaine, Wis.	1880
70. Maria Schroeder	Hyde Park, near Chicago.	1880
71. Friedr. Hahner	Kaukauna, Wis.	1880
72. Wilhelm Hoeft	Chicago, Ill.	1880
73. Johann Nimmer	Ellisville, Kewanee Co., Wis.	1880
74. Bertha Loppnow	Lebanon, Dodge Co.	1880
75. Elise Müller	Milwaukee, Wis.	1880
76. Franz Allera	Monroe, Mich.	1880
77. Ella Heinrich	Plainview, Wabasha Co., Minn.	1880
78. Auguste Rubenhagen	Mountville, Minn.	1880
79. Wilh. Alpers	Leroy, McLean Co., Ill.	1881
80. Wilhelm Hennigs	Chicago, Ill.	1881
81. Anna Frädrich	Chicago, Ill.	1881
82. Dorrette Schoof	Tracy, Ind.	1881
83. Friedrich Jordan	Chicago, Ill.	1881
84. Helena Janssen	Mt. Olive, Ill.	1881
85. Johann Wittrock	Fort Wayne, Ind.	1881
86. Elizabeth Schnute	Evansville, Ind.	1881
87. Anna Maria Nahmers	Near Fountain City, Wis.	1881
88. Lizzie Wehrmann	Luzerne, Benton Co., Iowa.	1882
89. Carl Krenzien	Sheboygan, Wis.	1882
90. David Laatsch	Watertown, Wis.	1882
91. Lina Müller	Reedsburg, Sauk Co., Wis.	1882
92. Johann Born	Monroe, Mich.	1882
93. Amalia Münchau	Seward, Seward Co., Neb.	1882
94. Albert Schmidt	Cleveland, O.	1883
95. Wilhelmina Hagemeister	Ridgeway, Macomb Co., Mich.	1883
96. Carl Voss	Gardenville, Erie Co., N. Y.	1883
97. Auguste Leyer	Waldenburg, Mich.	1883
98. Heinrich Henke	Staunton, Macoupin Co., Ill.	1883
99. Heinr. Bullermann	Fort Wayne, Ind.	1883
100. Hugo Fischke	South Bend, Ind.	1883
101. Carl Brüning	Girardeau, Mo.	1884
102. Auguste Lange	Montague, Mich.	1884
103. Anna Foertner	Appleton, Wis.	1884
104. Mathilde Trojan	Bloomfield, Wis.	1884
105. Henrietta Timm	Waupaca Co., Wis.	1884
106. Gustav Engelkie	Fraser, Macomb Co., Mich.	1884
107. Wilh. Foresthier	Collins, Erie Co., N. Y.	1884
108. Johann Schaefer	Fort Wayne, Ind.	1884
109. Friedr. Bullermann	Fort Wayne, Ind.	1884
110. Louise Brink	Indianapolis, Ind.	1885
111. Wilhelm Koch	Indianapolis, Ind.	1885
112. Gustav Schuttenburg	Cleveland, O.	1885
113. Wilhelm Meier	St. Charles, Mo.	1885
114. Joh. Wilh. Hüge	Hoffman, Clinton Co., Ill.	1885
115. Emilie Petzold	St. Thomas, Pembina Co., Dak.	1885

Time of Opening—Continued.

Discharged.	Age when admitted.	Age when deafness occurred.	CAUSE OF DEAFNESS.	REMARKS.	
1888	7	$\frac{1}{2}$	Fever.....	Farm Laborer.	56
1885	34	.....	Congenital.....	Cabinet Maker.	57
1882	16	$1\frac{1}{2}$	Bad Cold.....	_____	58
1885	13	$\frac{1}{4}$	Inflammation of Brain.....	Cigar-maker.	59
1884	13	$6\frac{1}{2}$	Unknown Illness.....	Cigar-maker.	60
1886	7	$\frac{1}{2}$	Cramps of Brain.....	Dressmaker.	61
1884	9	.....	Inflammation of Brain.....	_____	62
1882	10	$2\frac{1}{2}$	Headache.....	_____	63
1882	15	$2\frac{1}{2}$	Inflammation of Brain.....	Married.	64
1879	.....	.....	Unknown.....	_____	65
1886	9	5	Headache.....	_____	66
1880	8	1	Spine Disease.....	_____	67
1881	9	2	Spotted Fever.....	_____	68
1886	12	$3\frac{1}{2}$	Cold.....	_____	69
1883	9	$1\frac{1}{2}$	Scarlet Fever.....	_____	70
1883	11	.....	Congenital.....	_____	71
1884	10	$1\frac{1}{2}$	Inflammation of Brain.....	_____	72
1884	16	2	Typhus Fever.....	Shoemaker—Married.	73
1885	13	3	Measles.....	_____	74
1886	8	2	Inflammation of Brain.....	Milliner.	75
1887	8	$\frac{3}{4}$	Head Cramps.....	Tailor.	76
1882	16	.....	Congenital.....	_____	77
1884	15	3	Fever.....	_____	78
1888	9	$\frac{3}{4}$	Inflammation of Brain.....	Farmer.	79
1885	12	$\frac{3}{4}$	Cramps.....	Cigar-maker.	80
1886	12	$2\frac{1}{2}$	Head Trouble.....	_____	81
1883	12	.....	Unknown.....	Married.	82
1886	9	.....	Congenital.....	_____	83
1884	11	$\frac{1}{2}$	Cramps.....	_____	84
1888	10	3	Inflammation of Brain.....	_____	85
1888	10	3	Diphtheria and Nervous Fever....	_____	86
1884	9	$\frac{1}{2}$	Nervous Fever.....	_____	87
1884	15	.....	Inflammation of Brain.....	Married.	88
1888	12	2	Cramp.....	Died.	89
1889	12	$1\frac{1}{2}$	Unknown Illness.....	Farm Laborer.	90
1884	15	5	Scarlet Fever.....	_____	91
1888	9	$1\frac{1}{2}$	Brain Fever.....	_____	92
1886	18	$2\frac{1}{2}$	Collar-Bone Trouble.....	Dressmaker.	93
1889	12	3	Nervous Fever.....	_____	94
1888	17	$\frac{1}{2}$	Whooping-Cough.....	_____	95
1886	13	2	Scarlet Fever.....	_____	96
1889	11	$\frac{3}{4}$	Inflammation of Brain.....	_____	97
1886	24	5	Smallpox.....	Farmer.	98
1888	13	$1\frac{1}{2}$	Teething.....	Died.	99
1885	19	$1\frac{1}{2}$	Nervous Fever.....	Wheelwright—Married.	100
1890	15	2	Summer Complaint.....	_____	101
1890	10	.....	Congenital.....	_____	102
1890	10	1	Nervous Fever.....	_____	103
1886	20	$1\frac{1}{2}$	Typhus.....	_____	104
1886	13	$1\frac{1}{2}$	Spine Fever.....	_____	105
1889	12	3	Dropsy.....	Carpenter.	106
1889	14	1	Diphtheria.....	Farmer.	107
1889	12	1	Inflammation of Brain.....	Died.	108
1888	11	2	Brain Fever.....	_____	109
1890	13	.....	Congenital.....	_____	110
1889	10	$\frac{1}{2}$	Bad Cold.....	_____	111
.....	10	$1\frac{1}{2}$	Cramps.....	_____	112
1889	12	8	Spinal Meningitis.....	_____	113
1891	13	.....	Congenital.....	Farm Laborer.	114
1891	19	.....	Congenital.....	_____	115

List of Pupils from the

NAME.	RESIDENCE.	Admitted.
116. Carl Albert Petzold.....	St. Thomas, Dak.....	1885
117. Carl Scheel.....	Bungert, Outagamie Co., Wis.....	1885
118. Carl Louis Schröder.....	Fort Wayne, Ind.....	1885
119. Joachim Rapp.....	Evaston, Ill.....	1886
120. Anna Dallman.....	Reedsville, Wis.....	1886
121. Rudolf Fencke.....	Richmond, Wis.....	1886
122. Otto Unger.....	Port Huron, Mich.....	1886
123. Johann Jöhlitz.....	Appleton, Wis.....	1886
124. Friedr. Pundmann.....	St. Charles, Mo.....	1886
125. Wilhelmina Huth.....	Cleveland, O.....	1886
126. Georg Witzstein.....	Odebolt, Iowa.....	1886
127. Carl Angus Ueckermann.....	Alleghany, Pa.....	1887
128. August Mayer.....	Chicago, Ill.....	1887
129. Heiene Lübeck.....	Manitowoc, Wis.....	1887
130. Alwine Pardick.....	Detroit, Mich.....	1887
131. Hermann Denningmann.....	St. Charles, Mo.....	1887
132. Martha Steinkrauss.....	Big Rapids, Mich.....	1887
133. Ida Helene Koegler.....	Rogers City, Mich.....	1888
134. Fritz Popciner.....	North Amherst, O.....	1888
135. Amande Borchards.....	Milwaukee, Wis.....	1888
136. Anna Boltz.....	St. Paul, Minn.....	1888
137. Clara Schacht.....	Milwaukee, Wis.....	1888
138. Sophie Sendlinger.....	Chicago, Ill.....	1888
139. Leo Wih. Ristow.....	Bowmansville, Ill.....	1888
140. Adolph Niemann.....	Freeport, Ill.....	1888
141. Bertha Reinke.....	Cleveland, O.....	1888
142. Friedrich Arendt.....	Cleveland, O.....	1888
143. Bertha Kraft.....	Chester, Ill.....	1888
144. Christian Schoenrath.....	Springwells, Mich.....	1888
145. Helene Wawerck.....	Detroit, Mich.....	1888
146. Barbara Heintl.....	Larrabee, Cherokee Co., Iowa.....	1889
147. Annie Heberer.....	Darmstadt, Ill.....	1889
148. Auguste Baumann.....	Milwaukee, Wis.....	1889
149. Emil Aug. Hiller.....	Good Thunder.....	1889
150. Robert Harder.....	Caroline, Shawano Co., Wis.....	1889
151. Anna Rechlin.....	Bay City, Mich.....	1889
152. Martha Miner Meier.....	Montague, Mich.....	1889
153. Johann Struve.....	Valparaiso, Ind.....	1889
154. Peter Becker.....	Chicago, Ill.....	1889
155. Wilhelmina Westphahl.....	Elmhurst, Ill.....	1889
156. Ernestine Gnadkovky.....	Springwells, Mich.....	1889
157. Mathilde Schulz.....	South Bend, Ind.....	1889
158. Maria Pundmann.....	St. Charles, Mo.....	1889
159. Wilhelm Reinhardt.....	New Minden, Ill.....	1889
160. Adelaide Karberg.....	Bloomer, Chippewa Co., Wis.....	1889
161. Emma Hahnel.....	Brodthagen, Ont.....	1889
162. Wilhelm Heck.....	Bay City, Mich.....	1889
163. Elise Lüdemann.....	West Detroit, Mich.....	1890
164. Georg Leifheit.....	Yorkville, Ill.....	1890
165. Hulda Völz.....	Wheaton, Ill.....	1890
166. Friedrich Dumke.....	Malcolm, Lancaster Co., Mich.....	1890
167. Emil Riss.....	Chicago, Ill.....	1890
168. Bessie Stevens.....	Detroit, Mich.....	1890
169. Gustav Marquardt.....	Eganville, Ont.....	1890
170. Helene Fritsch.....	Lafayette, Ind.....	1890
171. Johannes Kopprasch.....	Dresden, Saxony.....	1891
172. Carl Knoke.....	Seymour, Jackson Co., Ind.....	1891
173. Ernestine Remsauovsky.....	Windsor, Can.....	1891
174. Samuel Arras.....	Cannonsburgh, O.....	1891
175. Catharina Fraucht.....	Jenena, Hancock Co., O.....	1891

Time of Opening—Continued.

Discharged.	Age when admitted.	Age when deafness occurred.	CAUSE OF DEAFNESS.	REMARKS.	
1891	17	.....	Congenital.....	Died.	116
1887	13	1	Cramps.....	_____	117
1890	13	$\frac{3}{4}$	Scarlet Fever.....	_____	118
1887	14	.....	Unknown Illness.....	_____	119
1890	16	.....	Congenital.....	_____	120
1890	10	.....	Throat Trouble.....	_____	121
1886	15	2	Scarlet Fever.....	Idiotic.	122
.....	11	$1\frac{1}{2}$	Measles.....	_____	123
1891	12	$\frac{3}{4}$	Bad Cold.....	_____	124
1890	10	$2\frac{1}{2}$	Toothache.....	_____	125
1892	15	2	Cramps.....	Farm Laborer.	126
1888	18	2	Sickness.....	_____	127
.....	9	$2\frac{1}{2}$	Inflammation of Brain.....	_____	128
1891	12	.....	Congenital.....	_____	129
1887	14	1	Scarlet Fever.....	_____	130
.....	10	$\frac{3}{4}$	Brain Fever.....	_____	131
.....	8	$\frac{3}{4}$	Brain Cramps.....	_____	132
.....	8	$1\frac{1}{2}$	Scarlet Fever.....	_____	133
1888	.....	.....	Unknown Illness.....	Idiotic.	134
.....	8	$\frac{3}{4}$	Spinal Inflammation.....	_____	135
.....	10	3	Diphtheria and Scarlet Fever.....	_____	136
1892	16	$\frac{1}{2}$	Head Cramps.....	_____	137
1889	8	$3\frac{1}{2}$	Scarlet Fever.....	_____	138
.....	10	1	Ear Trouble.....	_____	139
1892	13	$4\frac{1}{2}$	Scarlet Fever.....	_____	140
.....	10	.....	Unknown Illness.....	_____	141
.....	10	2	Measles and Diphtheria.....	_____	142
.....	12	$\frac{1}{2}$	Cough and Ear Trouble.....	_____	143
.....	11	.....	Congenital.....	_____	144
1892	10	$1\frac{1}{2}$	Fall.....	_____	145
1891	27	3	Scarlet Fever.....	_____	146
.....	8	$1\frac{1}{2}$	Inflammation of Brain.....	_____	147
.....	10	.....	Congenital.....	_____	148
.....	10	$1\frac{1}{2}$	Nervous Fever.....	_____	149
.....	10	$\frac{1}{2}$	Paralysis.....	_____	150
.....	8	$\frac{1}{2}$	Spinal Inflammation.....	_____	151
.....	8	2	Fall.....	_____	152
.....	11	.....	Congenital.....	_____	153
1890	15	1	Toothache.....	_____	154
.....	13	$1\frac{1}{2}$	Unknown Illness.....	_____	155
1892	11	$2\frac{1}{2}$	Nervous Fever.....	_____	156
.....	11	.....	Congenital.....	_____	157
1891	11	.....	Congenital.....	_____	158
1890	14	.....	Congenital.....	_____	159
1892	16	.....	Congenital.....	_____	160
1892	24	$\frac{1}{2}$	Head Cramps.....	_____	161
.....	10	1	Scarlet Fever.....	_____	162
.....	10	$2\frac{1}{2}$	Inflammation of Brain.....	_____	163
.....	18	$\frac{1}{2}$	Typhus.....	_____	164
1892	10	2	Unknown Illness.....	Died.	165
.....	14	$4\frac{1}{2}$	Unknown Illness.....	_____	166
1891	10	$\frac{3}{4}$	Inflammation of Brain.....	Died.	167
.....	8	$1\frac{1}{2}$	Erysipelas.....	_____	168
.....	15	$1\frac{1}{2}$	Unknown Illness.....	_____	169
.....	12	6	Spine Trouble.....	_____	170
1892	16	2	Diphtheria.....	Farm Laborer.	171
.....	11	$1\frac{1}{2}$	Scarlet Fever.....	_____	172
.....	24	$3\frac{1}{2}$	Collar Bone Nerve Trouble.....	_____	173
.....	16	$2\frac{1}{2}$	Whooping-Cough.....	_____	174
.....	15	4	Inflammation of Brain.....	_____	175

List of Pupils from

NAME.	RESIDENCE.	Admitted.
176. Anna Jaukovsky.....	Cleveland, O.....	1891
177. Helene Eichmann.....	Lake Zurich, Lake Co., Ill.....	1891
178. Louise Liebetrut.....	Buffalo, N. Y.....	1891
179. Anna Goltermann.....	York Central, Ill.....	1892
180. Julius Hertel.....	Van Horne, Benton Co., Iowa.....	1892
181. Franz Neubert.....	West Detroit, Mich.....	1892
182. August Kutz.....	Elkhorn, Wis.....	1892
183. Clara Neumann.....	Port Huron, Mich.....	1892

the Time of Opening—Continued.

Discharged.	Age when admitted.	Ag. when deafness occurred.	CAUSE OF DEAFNESS.	REMARKS.
.....	11	2	Fall.....	176
.....	11	1½	Inflammation of Brain.....	177
.....	10	4	Scarlet Fever.....	178
1892	10	.....	Congenital.....	179
.....	10	.....	Congenital.....	180
.....	11	2½	Typhus.....	181
.....	11	.....	Congenital.....	182
.....	12	.....	Unknown Illness.....	183

The St. John's Institute for Deaf-
Mutes,

ST. FRANCIS, WISCONSIN,

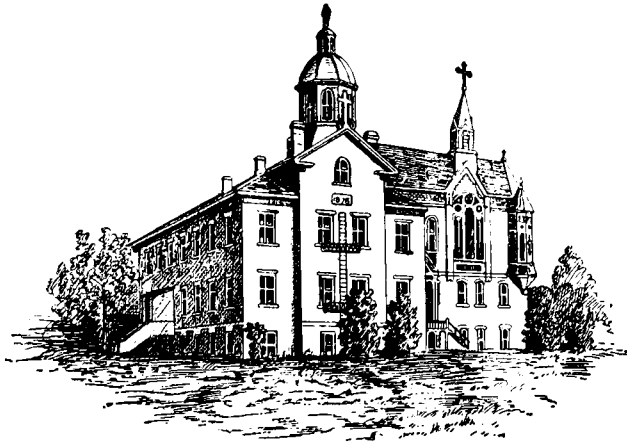
1876-1893.

BY REV. M. M. GEREND,

President of the Institute.

THE ST. JOHN'S INSTITUTE FOR DEAF-MUTES.

ST. JOHN'S INSTITUTE is located at St. Francis, near Milwaukee, Wis. This Institute was established in the year of our Lord 1876, by the Rev. Theodore Bruener, and formally opened May 10, 1876, the opening-day of the Centennial Exposition at Philadelphia. The building now occupied by the deaf-mutes was completed in the summer of 1879, and dedicated in the



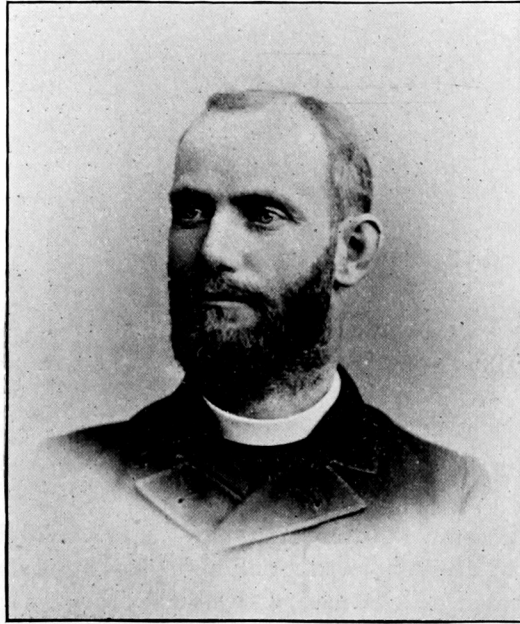
month of December of the same year. It is a solid three-story structure, of cream-colored brick and pleasing style of architecture; heated by a furnace, with liberal provision for ventilation. It is surrounded by ornamental grounds, woods, and farming lands, and well adapted for the care of the unfortunates needing its protection. The Institute will now comfortably accommodate 80 pupils, and is maintained by contributions and bequests of kind friends of the poor deaf-mutes, and a tuition fee, which, however, is so low that it is within the reach of nearly every one in need of the advantages offered by this humane institution.

This being a diocesan establishment, deaf-mutes of the archdiocese of Milwaukee not able to pay even this small tuition fee will be admitted on presenting a certificate testifying to their poverty and promising to pay all they can under existing

circumstances. This certificate must be signed by their respective pastors.

The methods of work embrace quite all of those that have proved efficient in similar institutions, and pupils are taught not only secular branches, but also instructed in the truths of holy religion, so as to be enabled to make a living in the world and at the same time attend to their spiritual welfare.

Rev. Father Bruener, who worked for the Institute with untiring zeal, was called to a new field of labor December 29, 1879, and was succeeded by Rev. John Friedl. This reverend gen-

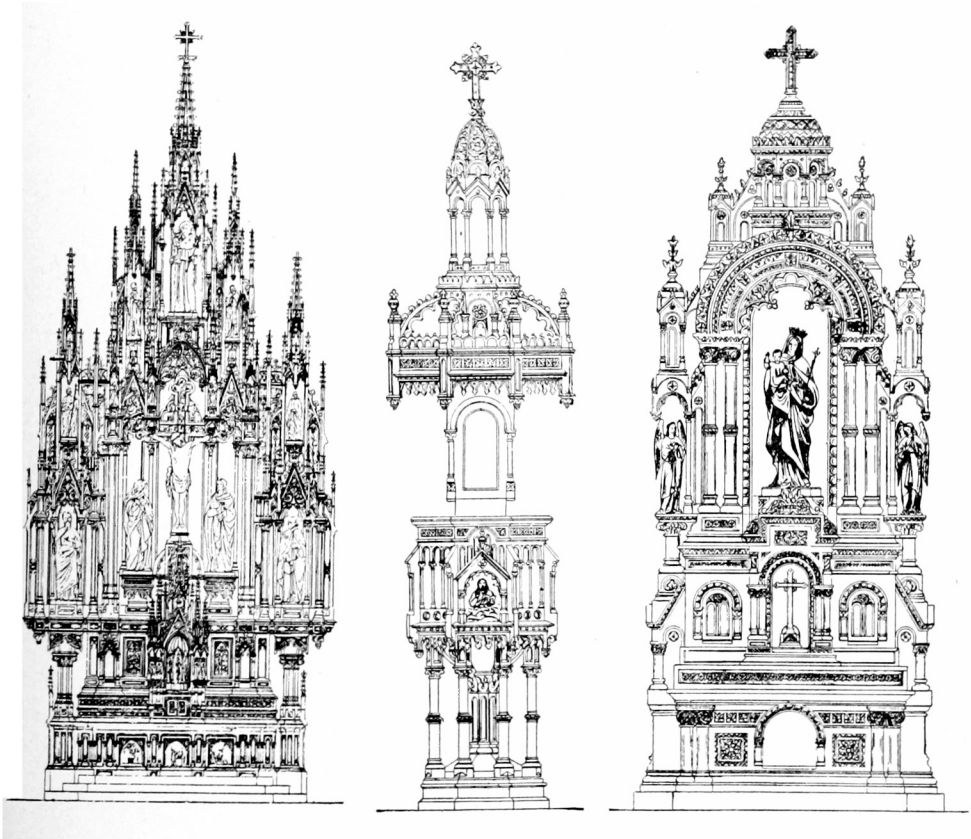


REV. M. M. GEREND.

tleman, who had charge about one year, was succeeded by Rev. Charles Fessler. Father Fessler was at the head of the Institute for nine years, and his efforts in its behalf during all this time were unremitting.

The majority of the inmates being the children of poor parents, and donations for this noble cause so very scarce, it seemed at one time that the Institute must be closed. The present rector of the Catholic Normal School and Pio Nono College, Rev. M. M. Gerend, was appointed protector of St. John's Institute August 15, 1889, by the Mt. Rev. M. Heiss, of blessed

memory. Father Gerend, in order to place the Institute on a solid basis and rid it for all time to come, if possible, from financial embarrassment, requested the Mt. Rev. Archbishop to approve of the building of spacious workshops for the manufacture of church furniture (altars, confessionals, baptismal fonts, stations, statues, pulpits, and all kinds of cabinet and carved work used in churches). This request the Archbishop cheerfully granted, assigning even for this purpose shortly



before his death one thousand dollars of the late Father Wisbauer's estate left to him for charitable distribution.

The shops were at once erected (February, 1890), and well furnished with all the necessary machinery, and at present the Institute can boast of having the best plant of its kind in the northwest. Orders come in from every side and \$30,000 worth of work is turned out annually. The Institute resorted to the manufacture of church furniture for two reasons: In the

first place, because this industry combines many trades, such as carving, cabinet-making, carpentering, painting, decorating, gilding, drawing, designing, etc., and thus gives every pupil ample opportunity to fit himself to compete with his fellow-man in making an honest living after he leaves the school; in the second place, because it brings to the Institute a class of patrons who would naturally prefer to purchase from an establishment having so laudable an object.

At present the Institute has three departments, viz., school, industrial, and domestic.

First. The School Department, in which pupils are taught reading, writing, arithmetic, geography, catechism, Bible history, etc., is under the control of competent teachers. Prof. L. W. Mihm, who has been connected with the Institute for seventeen years, has charge of the boys, and Sisters of St. Francis instruct the girls.

Second. The Industrial Department, where boys are taught various trades, is superintended by Mr. E. Brielmaier, who has established a reputation as an architect and altar builder throughout the northwest.

Third. The Domestic Department, in which girls perform the usual household duties and learn baking, cooking, sewing, needlework, etc., is under the supervision of Sisters.

This plan, which gives time for study, work, and recreation, develops the moral, intellectual, and physical nature of the inmates, and prepares these poor unfortunate beings, who would otherwise be a burden to the community, for a useful life.

The results accomplished the last year have surpassed even the most sanguine expectations. God has apparently blessed the undertaking.

Adjoining St. John's Institute a "Memorial Chapel" has been built in memory of the late Archbishop of Milwaukee, Mt. Rev. Michael Heiss, D. D., the earnest friend and kind benefactor of these unfortunates.



FREDERICK KNAPP.

The Department for the Deaf of
F. Knapp's Institute,

BALTIMORE, MARYLAND,

1877-1893.

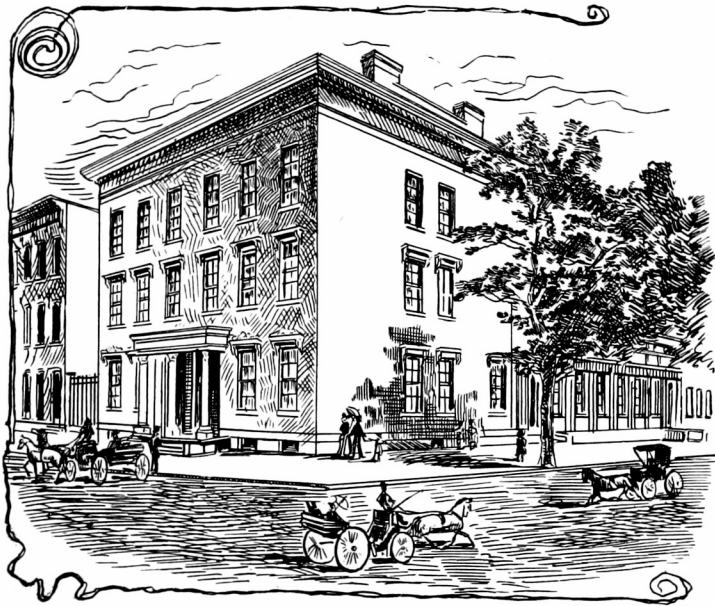


By WILLIAM A. KNAPP,

Principal of the School.

THE DEPARTMENT FOR THE DEAF OF F. KNAPP'S INSTITUTE.

F. KNAPP'S Institute was founded by Prof. Frederick Knapp, of Würtemberg, a graduate of the Normal College at Esslingen, who in 1850, at the age of twenty-nine years, emigrated to the United States and settled in Baltimore. At Esslingen Mr. Knapp attained the distinction of being a so-called "star"



F. KNAPP'S INSTITUTE, COR. HOLLINS AND PARKIN STS., BALTIMORE, MD.

student, equivalent to the highest rank for scholarship, obligating him, during the last year of his studies, to take also the special course instituted to qualify graduates for the instruction of the deaf, and render him available not only as a candidate for employment in an ordinary academic school, but also qualified as a teacher of the deaf, with increased emolument—a feature of normal instruction prevalent at the time in all of the better class of normal institutions of Germany.

Mr. Knapp's Institute was opened in the year 1853 as a German and English Academic School, with 76 pupils on its roll. It rapidly increased in popularity until, in 1876, it at-

tained an attendance of 896 pupils, with a corps of 26 teachers, constituting it the largest purely private school (conducted without board of managers, solely by the principal) in the country. Adding German to the curriculum of the public schools of Baltimore during that year resulted in a sudden decrease of attendance; this continued for several years, until it finally remained at its present average of 250 to 300 pupils.

The Institute was duly authorized to confer the collegiate degrees of A. B. and A. M., and its graduates, both hearing and deaf, rank among the foremost citizens of the country. It has educated over 17,000 children and, among them, graduated not less than 100 deaf, which latter, so far as I have information, are all doing well, and frequently, in letters and verbally, refer with grateful feelings to their Alma Mater.

In 1877 a gentleman of Baltimore, who had known Prof. Knapp abroad, called on him and stated that he had a congenitally deaf little daughter, aged ten years, whom he would like Prof. Knapp to "teach to talk" as they did in Germany, knowing, as he did, that, inasmuch as Prof. Knapp was a "star" graduate of the Esslingen College, he must understand the art of teaching speech to the deaf. At first Prof. Knapp, whose school then had upwards of 600 pupils on its rolls, hesitated, but was finally persuaded to try the experiment, knowing, as he said at the time, that it could be done, but it was a question whether, with all his other responsibilities in so large a school, he could devote sufficient time and attention to make it a success. He, therefore, took the child into his school conditionally. Very soon after, another German parent, Mr. Charles Paulus, having a deaf child, who had heard of the progress Prof. Knapp was making with his little deaf pupil, called and pleaded to have his little child also taught speech; then a third and a fourth came along, until a small class was organized, which eventually reached fourteen in number, and was then, so far as it related to the acquisition of speech and lip-reading, constituted a distinct and separate department, on the same order as there were Hebrew, French, and Music Departments. The pupils in the Deaf Department took part, at the time, in all of the regular academic classes just as soon as they had attained sufficient command of articulate speech and facility in reading the lips to enable them to be assigned to their respective grades. This Deaf Department soon became one of absorbing interest to Prof. Knapp, until he eventually

devoted himself to it exclusively. His evident success as a teacher of articulate speech resulted finally, in 1880, in the drafting, on the part of the memorialists, and presentation of the following Memorial to the General Assembly of Maryland, with their signatures appended :

MEMORIAL TO THE GENERAL ASSEMBLY OF MARYLAND.

To the Honorable the General Assembly now in Session :

Your memorialists beg leave respectfully to recall your attention to a subject of vital import to a class of deeply afflicted children of this State, whose painful disabilities appeal most strongly to your sympathies for pecuniary aid, viz :

THE INDIGENT MUTES.

Prof. F. Knapp's Institute on Holliday street, in Baltimore, Md., was founded in the year 1853, and has been since then in successful operation. It has received patronage from every State in the Union, from several Territories, and from Germany, France, Demarara, and Brazil. Its yearly roster has at times numbered as many as 800 pupils, under a faculty of twenty teachers. The total number of pupils who have received instruction in this Institute approximates 16,000.

The Institution was incorporated with power to confer degrees by act of legislature in 1864. The principal received his education in Esslingen, Germany, and after graduation he was assigned to duty in the Deaf and Dumb School—his efforts in this connection receiving marked approval. A number of the parents of mute children, aware of his skill, in the spring of 1877, induced him to form a class for their especial instruction. This tuition was so marked in its good effects on the children that it soon became evident, from inquiry, that there was pressing need for suitable provision to be made in this city for instruction for the deaf and dumb in articulation. A department was accordingly incorporated in the curriculum of the school for this class of pupils. At the expiration of the year 1879 there were 18 pupils instructed by the principal and 2 assistant teachers. Provision was urgently demanded for mutes whose parents or friends were not able to incur the expense of their education, many of whom would not send their children of tender ages from home among strangers, even if they had the means of doing so, which fact was brought to the notice of the legislature of 1880.

The marked feature of Prof. Knapp's system of instruction is that he not only educates mutes in all the departments of learning, but he literally and positively *teaches the dumb to speak*. His pupils hold oral conversation and deliver public addresses from platforms, as your memorialists can testify of their personal knowledge and from reliable testimony.

Although, strange to say, but little was known of Prof. Knapp's instruction of mutes until within the last few years, Knapp's Institute has for more than a quarter of a century been doing a grand work in imparting English instruction to German children and others, and during that

period, notwithstanding the embarrassments that private schools have undergone, he has neither asked for, nor received, one dollar's aid from either city or State until the year 1880, when the legislature made an appropriation for the education of twelve indigent mutes. With a view of giving to these children the benefit of all the latest discoveries and appliances for mute instruction, and of making such full return to the State as earnest endeavors would secure, during the past summer, Prof. Knapp, at his own expense, and with certain loss to himself from an absence from the conduct of his business, visited the most celebrated schools for mutes in Germany, France, and Switzerland—in all, 22 institutes—closely observing their methods and comparing the value of results. While in Germany he had opportunity to compare views with the delegates from that country who had recently returned from the International Congress of Mute Instructors, held at Milan, Italy, in May, 1881, the testimony of which was overwhelmingly in favor of the system of articulation in mute instruction, as placed on record by formal resolution and adoption. Of all the minute details, appliances, and methods of this instruction, Prof. Knapp fully possessed himself, and his Institution is now conducted, and has been, on the plan endorsed and approved by two hundred of the most prominent and learned instructors of this class of youths. The pressure upon him to receive into his Institution other indigent mutes than those founded by the State has necessitated the incurring of largely increased expenditures, and he is not financially able, nor should he be expected, to receive and educate at his own cost a large number of pupils who are unable to pay. It is in behalf of these unfortunate and afflicted, the wards of the State for the past two years, for whom failure on your part to make proper provisions would at this point of their education be an act of unkindness—in fact, injustice—that your petitioners now appeal to your honorable body, and most respectfully ask that Knapp's Institute, in view of its remarkable success in the training of these particular children and others, be placed on the list of beneficiaries, and that the sum of fifteen hundred dollars per annum, for the next two years, be appropriated to enable it to continue to give speech, education, enlightenment, and power of usefulness to indigent mutes, under such regulation as your honorable body may deem right and proper, and your petitioners, as in duty bound, will ever pray.

MOSES HECHT, Merchant.

G. W. GAIL, Merchant.

W. A. MARBURG, Merchant.

F. C. LATROBE, Mayor of Baltimore.

JOHN W. HALL, Pres. of Con. Gas Co.

B. F. NEWCOMER, Pres. Safe Deposit Co.

FRANCIS T. KING, Prest. Central Savings Bank.

JOHN W. GARRETT, Prest. Balto. & Ohio R.R.

JOHN H. B. LATROBE, Attorney at Law.

WILLIAM PINKNEY WHYTE, Ex-Mayor of Baltimore.

B. F. ULLMAN, Prest. of Collateral Security Bank.

H. CLAY SMITH, Prest. Merchants' and Manuf's' Asso.

J. ALEX. SHRIVER, Prest. N. Y. and Phila. Trans. Co.

GEO. REULING, Surgeon, Md. Eye and Ear Infirmary.

CHRISTIAN DEVRIES, Prest. National Bank of Balto.
JAMES A. GARY, Merchant.
STEIN BROS., Bankers.
FRANK, ROSENBERG & Co., Bankers.
J. W. MIDDENDORF, Banker.
CHAS. A. ALBERTI, Banker.
F. RAINE, Proprietor German Correspondent.
T. HARRISON GARRETT, Banker.
I. FREEMAN RASIN, Clerk of Court of Common Pleas.
J. D. KREMELBERG, Consul for Austria.
GEO. W. ROBINSON, Jr., Merchant.
DAVID WIESENFELD, Merchant.
JESSE K. HINES, Insurance Commissioner.
N. POPPLEIN, Jr., Merchant.
AUGUST HOEN, Lithographer.
ERNST HOEN, Lithographer.
GEO. A. FREDERICKS, Architect.
JOEL GUTMAN, Merchant.
CHAS. L. MARBURG, Manufacturer.
W. A. WISONG, Secretary Safe Deposit Co.
WM. NUMSEN & SON, Merchants.
KEEN & HAGERTY, Merchants.
WIESENFELD & Co., Wholesale Clothiers.
JOSEPH FRIEDENWALD, Prest. Bay View Asylum.
H. R. VONDERHORST, Merchant.
E. L. PARKER & Co., Merchants.
G. C. VON LINGEN, Consul for German Empire.
WM. A. BOYD, Merchant.
H. M. VONKAPFF, Merchant.
CHRISTIAN AX, Merchant.
WALTER S. WILKINSON, Notary Public.
JOHN BOYD, Merchant.
AUG. VOGELER, Wholesale Druggist.
J. FRANKLIN DIX, Merchant.
S. G. PUTZEL, Merchant.
HUGH SISSON, Merchant.
D. L. BARTLETT, Merchant and Manufacturer.

With a view to give some practical illustration to the members of the Maryland legislature, Prof. Knapp was prevailed upon by his friends to take all of the children comprising the Deaf Department of his Institute (some twenty-five in number) to Annapolis, a special car having been generously provided by the president of the Baltimore & Ohio Railroad, an account of which appeared in the journals of the day, as follows :

[Annapolis correspondence of the Baltimore American, Thursday, March 11, 1880.]

EDUCATION OF THE DEAF AND DUMB.

Professor Knapp was here to-day, with eighteen pupils of his Deaf and Dumb Institute, on North Holliday street, Baltimore, for the purpose of

exhibiting to the members the proficiency attained by them in the art of speaking, reading, and writing under his instruction, an appropriation of \$1,200 a year being asked for the support of the Institution. The pupils appeared first before the Committee on Ways and Means, and, afterwards, before the Governor, and gave exhibitions of their skill. On motion of Mr. McClure, the use of the hall of the House of Delegates was given to Professor Knapp and his pupils. The exhibition was largely attended, and the members were highly pleased with it. The manner in which the deaf and dumb pupils were taught to speak, repeat and answer questions, read and write, was regarded as remarkable. Professor Knapp has applied to the legislature for an appropriation of \$1,200 a year to carry on the Deaf and Dumb Institution, and the impression made to-day was very favorable.

[The Morning Herald, Thursday, March 11, 1880.]

The most interesting delegation that has been here this session arrived this morning. Led by Professor Knapp and accompanied by several assistant teachers, eighteen deaf and dumb children, boys and girls, entered the State House, attracting a curious crowd as the mutes marched in regular order toward the room of the Committee of Ways and Means. Professor Knapp has eighteen deaf and dumb pupils attending his Institute, and there are four others who wish to attend but are too poor. Recognizing the great good he is doing the State by caring for and teaching these worse than helpless children, he asks the legislature to make an annual appropriation of \$1,200 to be used solely for this purpose, which will thus enable him to teach each child at a nominal sum. When the little ones filed in the room this morning, the Professor stood opposite them, and by motion of his mouth asked them all sorts of questions, the answers to which were comparatively clear and distinct. They are taught altogether by facial expression, movements of the mouth, and pictorial illustrations. One or two little fellows, hardly tall enough to see over the top of the table, gave their answers with such readiness that the lookers-on were astonished, and well they might be. The most advanced pupil in the class is Miss Henrietta Hecht, a bright and pretty little miss of fourteen years.

Mr. Chapman, chairman of the Committee of Ways and Means, and Mr. Roberts, of Prince George, who interrogated the little ones, seemed well pleased with their efforts. Later, accompanied by Mr. Emerich, the little delegation called on the Governor, who, in his hearty way, bade them welcome. Later still, the hall of the House of Delegates, after adjournment, was given up to them, and they were again questioned, their replies creating a great deal of amusement and sympathy. Miss Hecht informed the assembled gentlemen that she was very much pleased with Governor Hamilton, and thought him a pleasant and agreeable gentleman. Mrs. Roberts, wife of Mr. Joseph K. Roberts, and several other ladies who were present, talked with the little ones.

As above stated, *all* of the deaf children were taken, even such as had been in school but two days and had not yet learned

to articulate, as Prof. Knapp desired to show to members of the legislature clearly the character of instruction given at different stages of progress, and have them judge of the result themselves. The committee-room where he was to exhibit his class proved too small for all who desired to witness the exhibition, whereupon the legislature took a recess at noon and accorded to him the use of the Assembly hall, where he improvised a school-room, and for two hours illustrated, by actual practice with the pupils of different grades, his system of teaching speech and reading of the lips, commencing with children who could not articulate at all, then with those who could articulate and read from the lips "Papa," "Mamma," then those who could speak and read short sentences, and so on until finally he told one of the pupils in his own words to "thank the gentlemen for the use of their hall, telling them that you have been treated very kindly, but were now very hungry and wanted your dinner," all of which the pupil did orally, with perfect distinctness, to the great delight of the large audience present. The exhibit proved so satisfactory to the Committee of Ways and Means that the appropriation asked for by the memorialists was granted on the same day, although Prof. Knapp himself had not asked for or received any recognition of the kind before. Since then this annual stipend towards the support of the Deaf Department of Prof. Knapp's Institute has been continued unintermittedly up to the present time. This by no means covered the expenses of the Deaf Department, as the number of non-paying pupils taught was always in excess of the twelve for whom allowance was made by the legislature—this excess amounting to as many as nine pupils in one year, exclusive of pay pupils.

As a matter of history, I here append letters from the Mayor of the city of Baltimore and from the State Superintendent of Public Instruction, showing the estimates, at the time, put by these officials upon the Deaf Department of Prof. Knapp's Institute :

BALTIMORE, MD., *August 27, 1879.*

HON. F. B. LATROBE.

DEAR SIR : I am very desirous of getting a just estimate of the value of the Deaf-Mute Department in Mr. F. Knapp's Institute on Holliday street. I have visited the Institute, and Mr. K. has explained his theory to me. But the school was not, and is not now, in operation, so that I did not see what it is so needful I shall see, viz., *practice*. He referred me to you, sir, however, as one who has visited his school and witnessed his

method in practice. May I ask your candid opinion upon what you saw? How does his school stand in public opinion?

Your opinion will decide the character of my answer to a Virginian mother who has written to me to inquire about the school.

Hoping you will pardon the liberty, and, if convenient, give me an answer to-morrow,

I remain, very respectfully, yours,

DAVID BARR,

Rector of Henshaw Memorial Church, Baltimore, Md.

Address: 302 W. Fayette St.

MAYOR'S OFFICE, CITY HALL,

BALTIMORE, *August 28, 1879.*

Rev. DAVID BARR.

DEAR SIR: I have received yours of August 27th.

I have on several occasions visited Mr. Knapp's school for the instruction of deaf-mutes, and have been much surprised at the results produced. I have seen children, born deaf and dumb (at least, so I am informed), who could both speak and understand when spoken to, learning truly to translate the motion of the lips. I have myself full confidence in the success of his method, and would unhesitatingly send a child so afflicted, if under my control, to his school. Although I had often heard of this method of instruction for the deaf and dumb, I had little faith in it until I saw the practical results at Professor Knapp's school.

I think that if you could see what he has accomplished for his pupils you would agree with me in recommending a trial of his system.

I am, very truly,

FERDINAND B. LATROBE,

Mayor of Baltimore.

STATE OF MARYLAND, DEPARTMENT OF EDUCATION,

BALTIMORE, *February 10, 1879.*

Prof. F. KNAPP.

DEAR SIR: My visit to the Institute under your charge, last fall, gave me unexpected pleasure. I was especially interested in the education of the deaf-mutes, and I sincerely congratulate you on the success you have obtained in teaching them to speak. The methods which you pursue are not only philosophical, but experience has proved them to be also practical and successful.

I have the honor to be, your obedient servant,

M. A. NEWELL,

Superintendent of Public Instruction.

The instruction of the deaf was a matter of paramount interest to Prof. Knapp. No applicant was ever known to have been turned away by him, no matter how unpromising; neither have any pupils, to my knowledge, ever been discharged on account of dullness or inability to acquire speech. Prof. Knapp contended that there was no credit in teaching a bright

child—anybody could do that ; he would test the ability and qualifications of teachers by giving them some of his deaf children to instruct. A teacher who applied to him for employment in the academic department was asked for his credentials. Upon exhibiting them, Prof. Knapp at once said, "Why, look here, if you were a 'star' pupil at Esslingen, as your diploma states, you must have also taught in the deaf class attached to the College. When I was there the good pupils were assigned to that department; did you not also teach there?" The applicant replied, "I had to." Prof. Knapp then said, "Don't you think it would be well for you to try and teach the deaf and dumb here? I do not need a teacher for any other department than that of the deaf. If you care to go to work in my deaf department, I will give you a trial." The trial proved entirely successful and the man was engaged.

Prof. Knapp, upon principle, treated those of his pupils who entered the Deaf Department upon perfect equality with the hearing pupils of his Institute. He would treat a deaf child very much upon the order he might have treated a pupil just arrived from Spain, who could speak neither German nor English. He would first have to be taught to speak and understand English or German. Deaf children, therefore, upon entering his Institute, were assigned to special teachers in articulation and lip-reading until sufficiently qualified to enter one or another of the hearing classes. When not in their articulation class-room, seats would be assigned to them between and among hearing pupils. In the play-room at recess, or, if boarders, after school and at meals, they would freely intermingle with their hearing associates. In penmanship, drawing, and even other studies, they could at once enter classes according to their age or ability. Prof. Knapp contended, from the very beginning, that as soon as a deaf child was able to go into a hearing class of any kind, he should be put there; he contended that the more the deaf commingled with the hearing, the less would they notice their defect. And, to attain this feeling of freedom from the thought of being afflicted, hearing children in the Institute were never allowed to "motion" to any deaf child when they wanted anything or desired to direct his attention to any object. If hearing children were found doing so, they were at once sent from the room, and admonished by being told, "You can't read the lips, but that child can; *speak* to him, therefore." Hence,

hearing children, as a rule, never think of using gestures to our deaf children; on the contrary, they constantly speak to them just the same as they do to their hearing associates. Our deaf children use neither gestures nor manual alphabet. Prof. Knapp never permitted such a thing. If at any time a child, either hearing or deaf, was discovered making signs or using the manual alphabet, he would put gloves on that child's hands, and children always dreaded wearing gloves, it being an evidence of stupidity and punishment. It is something that seldom occurs now, as the older children avoid doing so from both habit and principle, knowing it to be wrong.

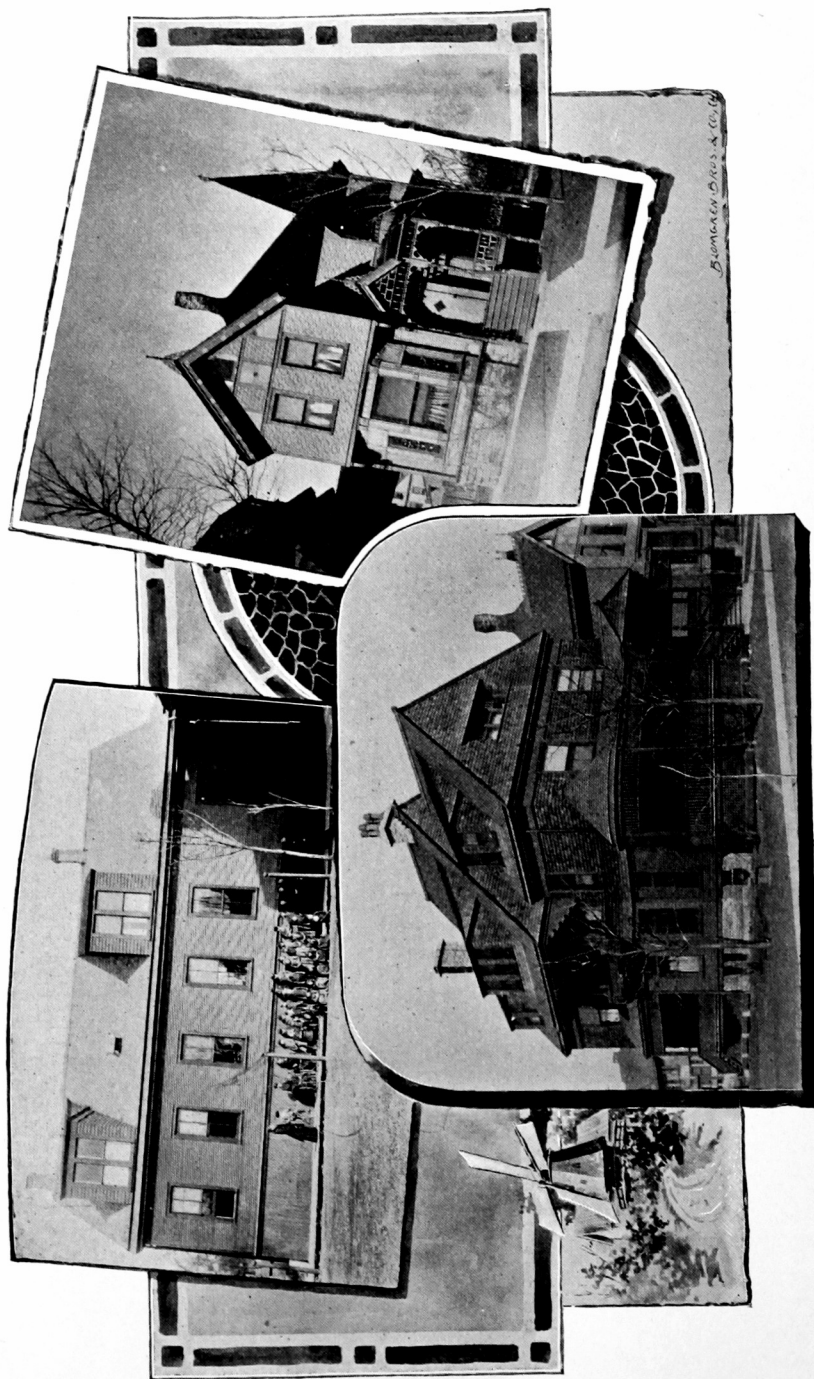
One of the peculiarities of the mode of teaching in Prof. Knapp's Institute is the custom he devised of finding some excuse for a recess whenever he observed the attention of his pupils to be lagging. Whenever he went into a class-room to conduct an examination, he invariably commenced at the foot of the class, rarely questioning the brighter pupils at the head. He employed, at times, quite original means to attain given results in a class. Thus, whenever he taught fractions in a deaf class, he would use either apples or oranges, dividing them into halves, quarters, and sixteenths. The same would be done in the subtraction of fractions, and the eating of the orange or its fractional parts was always made conditional upon correct answers.

If he desired to inculcate punctuality, for instance, he would entrust his watch-key to the delinquent and require him to be punctually on hand with it at the hour of opening the school, in order that he might wind up his watch, which generally had the desired effect. To prevent any thought of being a subject of charity arising in a child's mind, he would, when such a child needed, for instance, a suit of clothing, institute something of rivalry for a prize, taking care that the child in need should prove the winner. He would then probably say to the child, "What is it you want—a watch? Oh, no; you don't want a watch merely—you want a suit of clothes with a watch thrown in," and in this way the child would not be made to feel that he was getting the clothes as a matter of charity. He was called by all pupils, young and old, simply "Papa Knapp."

Finally, he contended that there should never be more than thirty deaf in any school where the deaf were taught. He would multiply small schools rather than encourage the aggregation of the deaf in large institutions. He would have the

deaf live among and be with hearing people in families, in business, at recreations, and not congregate solely among themselves; the latter, he contended, converted them into a distinct class of afflicted and defectives, whereas, if they learned to speak and read the lips, and associated with the hearing, their defect would not be anything like as apparent or detrimental to their obtaining employment and enjoying the fullness of life, it being a notable fact that the early association of the deaf with the hearing, and their ability to speak with and understand the latter, gave rise to friendships in later life which proved an important factor in securing desirable positions.

Prof. Knapp's Institute, at the time of his decease, January 7, 1893, had 268 pupils upon its rolls, including 24 deaf children. These latter are preliminarily taught articulation and lip-reading by the son (Wm. A. Knapp) and daughter (Bertha A. Knapp) of the late Prof. Knapp, his successors in charge of the Institute, assisted by the following teachers: Miss Agnes Lacey and Miss Elvina S. Kapp.



SCHOOL BUILDINGS.

The McCowen Oral School for Young Deaf Children.

ENGLEWOOD, CHICAGO, ILLINOIS,
1883-1893.



By MARY McCOWEN, B. D.,
Principal of the School.

THE McCOWEN ORAL SCHOOL FOR YOUNG DEAF CHILDREN.

HISTORICAL STATEMENT.

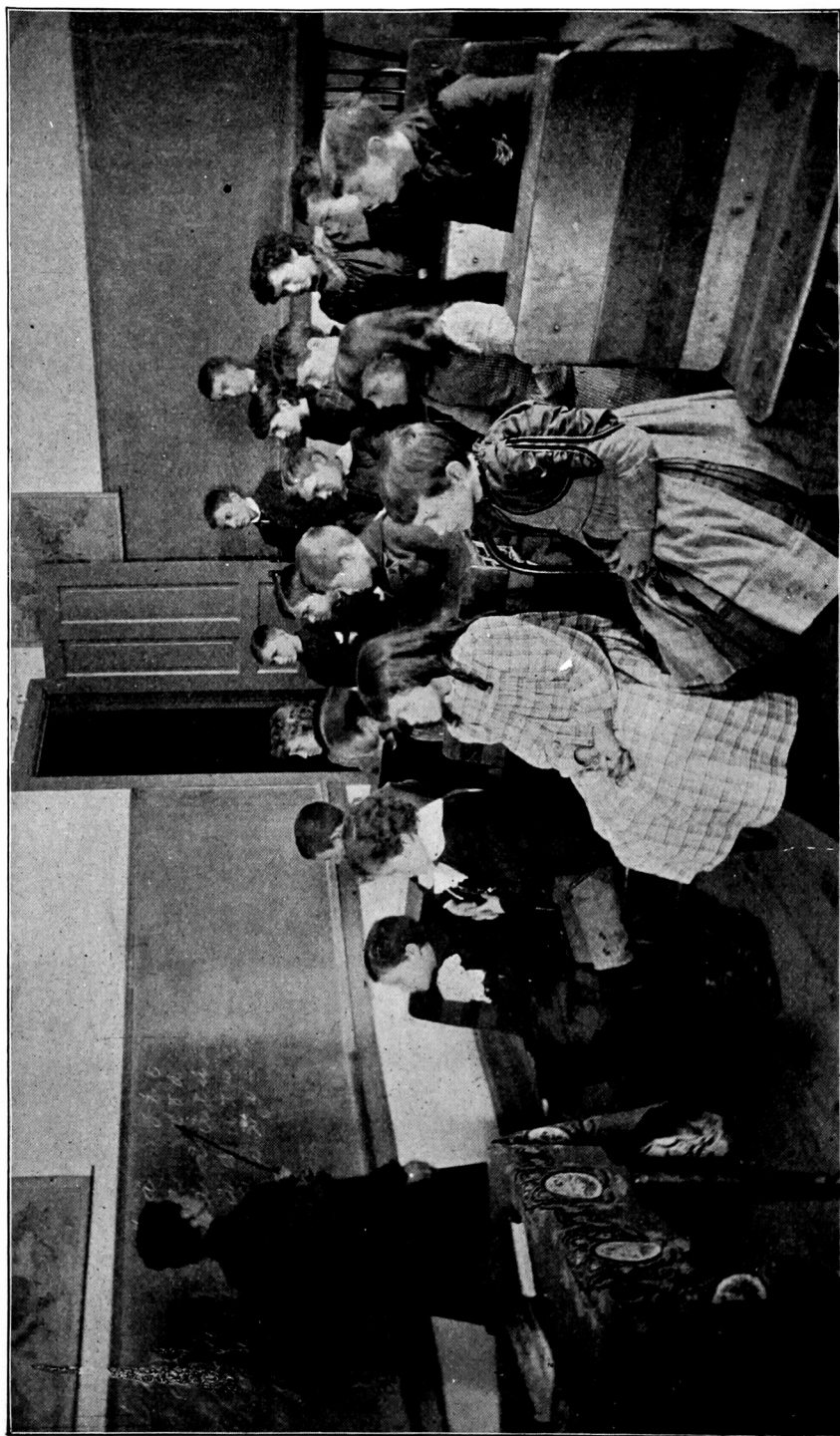
THE McCowen Oral School for Young Deaf Children was established in Chicago in 1883, under the name of "The Voice and Hearing School for the Deaf," its first location being at No. 3363 Indiana avenue.

The principal, Miss Mary McCowen, was formerly a teacher in the Nebraska State Institute for the Deaf and Dumb at Omaha, where she acquired the sign-language and used it in the classroom. Led by previous long experience in the public schools to believe that better results ought in some way to be obtained for the deaf, Miss McCowen made a thorough study of the history of deaf-mute instruction and of the methods then employed, and began giving her leisure time to experiments in different directions. During the school year of 1881-'2 a number of audiphones were presented to the Institution, and the superintendent, knowing of Miss McCowen's experiments, asked her to make use of them, and afforded her every facility for making a thorough test and experiment as to the possibilities of developing latent hearing by this means.

EXPERIMENTS IN DEVELOPING LATENT HEARING.

The results of these continued experiments were so satisfactory that in September, 1882, the beginning class in the Institution, numbering about twenty, was, at her request, assigned to her for oral and aural training—the first instance, so far as known, where a class of deaf pupils were taught exclusively by the auricular method or the persistent use of latent hearing, which latent hearing has since been proved by tests in numerous institutions of this country to exist in not less than ten per cent. of their pupils.

During the latter part of the year the use of the audiphones was almost wholly discontinued, from the fact that the pupils had discovered that without the audiphones they could really hear, and were happy to be relieved of the necessity of holding the instrument in position, which was necessarily wearisome and had become irksome to them.



LESSON IN ARTICULATION.

The results of this year far surpassed all expectation, and believing that if such improvement in voice and language could be obtained where the pupils used the sign-language exclusively, except during the few hours in the class-room, much more might justly be expected where pupils were surrounded entirely by speaking people, Miss McCowen severed her connection with the Nebraska Institution, and in October, 1883, opened in Chicago her private home School.

PRIVATE SCHOOL.

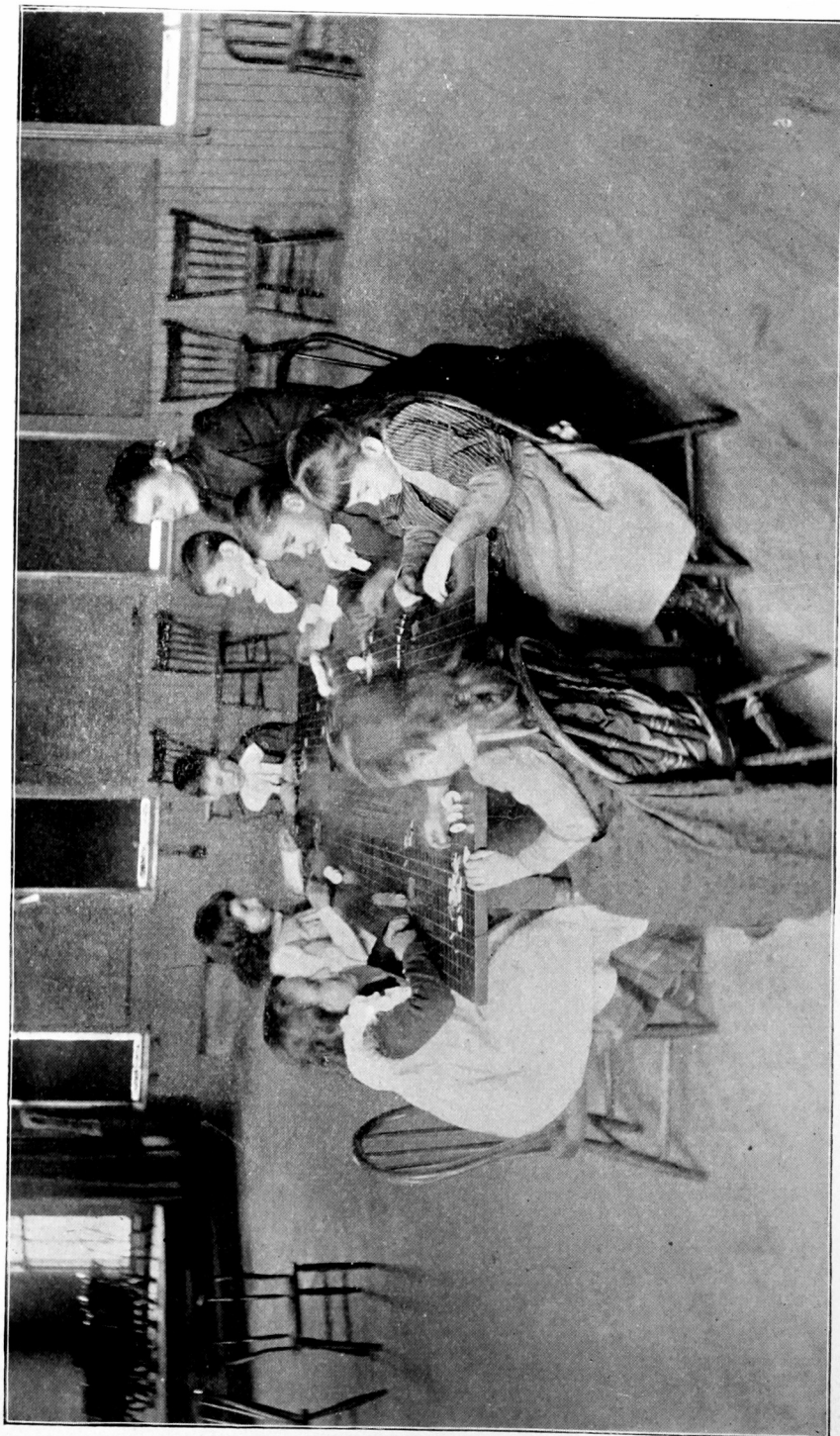
Although the School was originally intended for the education of that class of the deaf having hearing susceptible of training, the totally deaf were not refused admission, and after a time they formed, as they still do, a large proportion of the most successful pupils of the School, lacking only in that more perfect modulation of the voice which even a slight degree of hearing makes possible.

EARLY EDUCATION FOR THE DEAF.

Convinced that one cause for the comparatively meagre results in many institutions was the fact that pupils were not admitted until the most impressionable years were past, this School, *from the first*, gave special prominence to the necessity for earlier education for the deaf, and in its first circulars announced that pupils would be received at the age of five years. A few months' experience, however, made it evident that even this involved too great a loss of time, and soon a pupil was received at the age of four, and then one at three, since which time the very early education of the deaf has been advocated and the Infant Kindergarten Department has been a special feature of the School, in harmonious relations with the more advanced classes, thus forming the ideal home school.

RAPID GROWTH.

Within six months the School outgrew its first quarters on Indiana avenue and was removed to 63d and Wabash avenue, into a large residence with spacious and attractive grounds, thus securing necessary room for outdoor recreation. As time went on, the increase in numbers justified the increase in school-room facilities, and to the latest and best apparatus of every kind were added, for the more advanced pupils, a shop for wood-carving, a regular font of type, and also a type-writer.



FIRST KINDERGARTEN CLASS.

Later this property was purchased, and in 1888 it was thoroughly remodelled and refitted, and more roomy quarters were provided for the increasing Kindergarten department.

DESTROYED BY FIRE.

In February of the following year, during the temporary absence in the city of the principal, the building and contents were totally destroyed by fire, although, fortunately, without accident or injury to any of the family. Returning in the evening, only smoking ruins were found. Before bed-time, however, a house had been rented, partially furnished, and provisioned. Thanks to the neighbors and friends, who brought in supplementary supplies of all kinds, for temporary use, the children retired comfortable in their new home, and the next day school work was resumed.

This place, though the grounds were spacious and the house ample for living apartments, lacked class-room accommodation, and, permission being obtained, a school-house with three class-rooms and a gymnasium was at once erected on the grounds. These quarters at 6027 Indiana avenue were occupied until May, 1890, when the School was transferred to its present location, 6550 Yale avenue, which property, in the meantime, had been purchased and remodelled for its occupancy.

INCORPORATION.

In November, 1890, the School was incorporated under the name of "The McCowen Oral School for Young Deaf Children," with the following gentlemen as board of trustees :

JOHN W. STREETER, M. D.,	<i>President.</i>
SIDNEY O. BLAIR,	<i>Secretary.</i>
JOHN C. BLACK,	<i>Treasurer.</i>
A. C. BARTLETT.	
O. S. A. SPRAGUE.	
JOY MORTON.	
W. S. HENDERSON.	

They assumed the financial control of the School, leaving Miss McCowen entirely free to carry out her advanced ideas with regard to the age of admission of pupils, and, as before, in full control and management of the School. A large neighboring house was soon rented for the better accommodation of the family.



SECOND KINDERGARTEN CLASS.

In the summer of 1892 the ten-room house next adjoining the School on the north was purchased, and serves as dormitories for the girls. A building for school-rooms and gymnasium was also erected between the two, immediately in the rear, a covered walk on the second floor connecting it with both. In the original building, an eighteen-room house, are the office, reception-room, family parlor, dining-rooms, kitchen, and the dormitories for the boys.

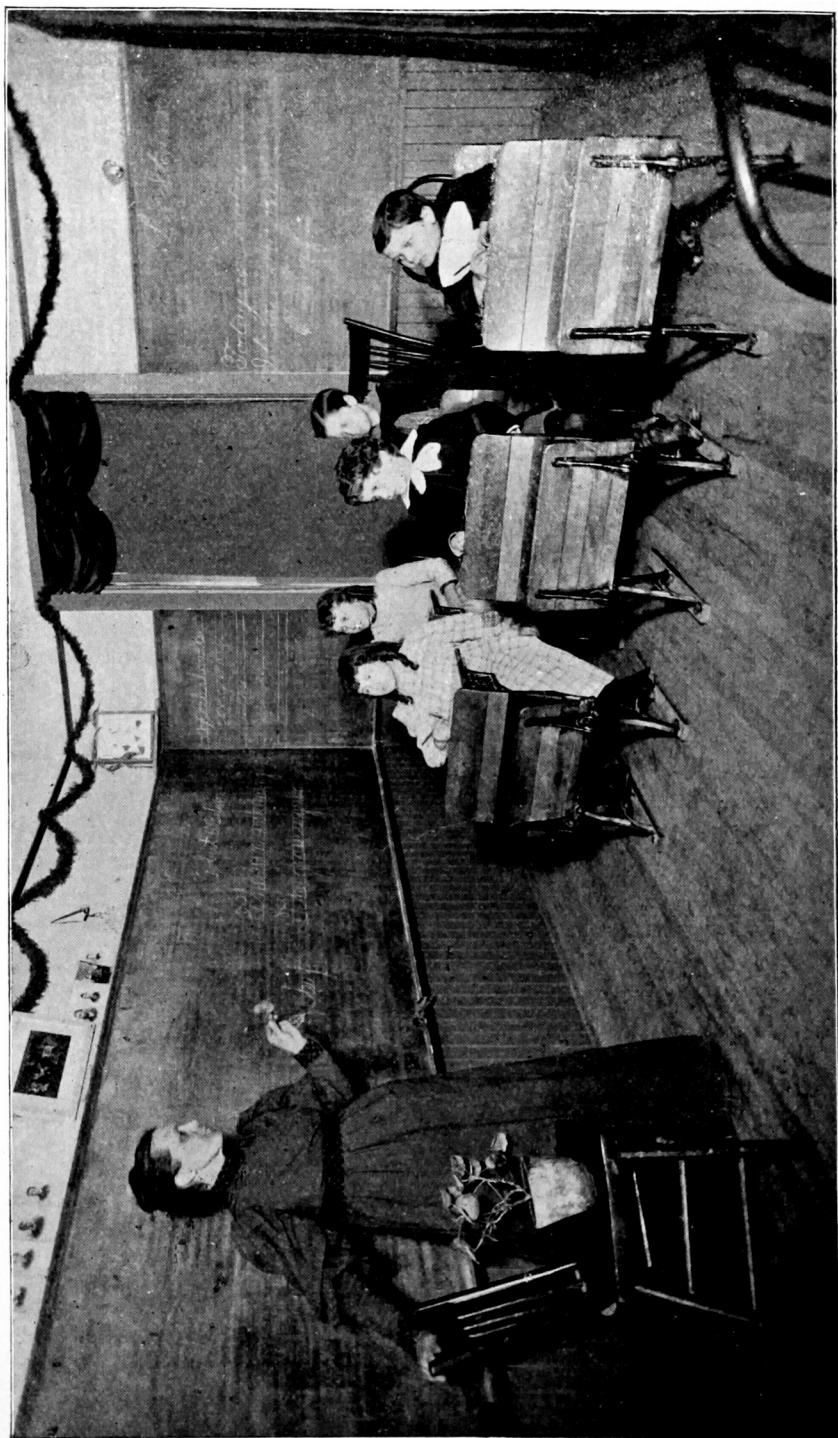
The expenses of the School are met by tuition fees, supplemented by donations, there still being no permanent endowment.

The School has, from the first, published a monthly paper, called *The New Method*, which is, so far as we know, the only one published by an oral school.

CHILDREN CONTINUALLY IN THE CARE OF TEACHERS.

The home-life of the pupils is made to conform as nearly as possible to that of the best family home, they being encouraged by their teachers to have a knowledge of and an interest in all the details of home-life, each being taught to yield his special preferences, when necessary, to the best interests of all. The older are interested in the younger, and the little ones, in turn, learn many things from them more naturally and more rapidly than if associated only with grown persons. The regular lessons are conducted in the school-rooms at regular school-hours; the education of the child, however, begins when he rises in the morning, and ends only when he falls asleep at night. While dressing and undressing he is taught, not laboriously but gradually, by daily repetition, the names of the different articles of clothing and the language expressing the different actions involved, as "Button my shoe," "Unbutton my apron," "Put on," "Take off," "Comb my hair," etc. In the bath-room, as they gather regularly after each meal with a teacher, they are taught the names and language pertaining thereto, as water, soap, wash, wipe, sponge, towel, toothbrush, etc.

In the dining-room the classes of children, with their teachers, sit at separate tables. A grace suitable to the comprehension of each class is written on the black-board and read in concert; a few simple words for the youngest, and for the older pupils such forms as are in use in Christian families. While the food



THIRD KINDERGARTEN CLASS.

is being served, and during the progress of the meal, the children are taught the names of the different articles of food and of table and dining-room service, and from the first are expected to ask by word of mouth for what they want. At first the *attempt* to speak the name is accepted, as "Bread"; as this by repetition becomes more and more distinct the complete sentence is required, as "I want bread"; later, one after another, all the polite forms of table talk are taught and practised until they become habitual. Older classes engage in conversation with the teacher on the current topics of the day.

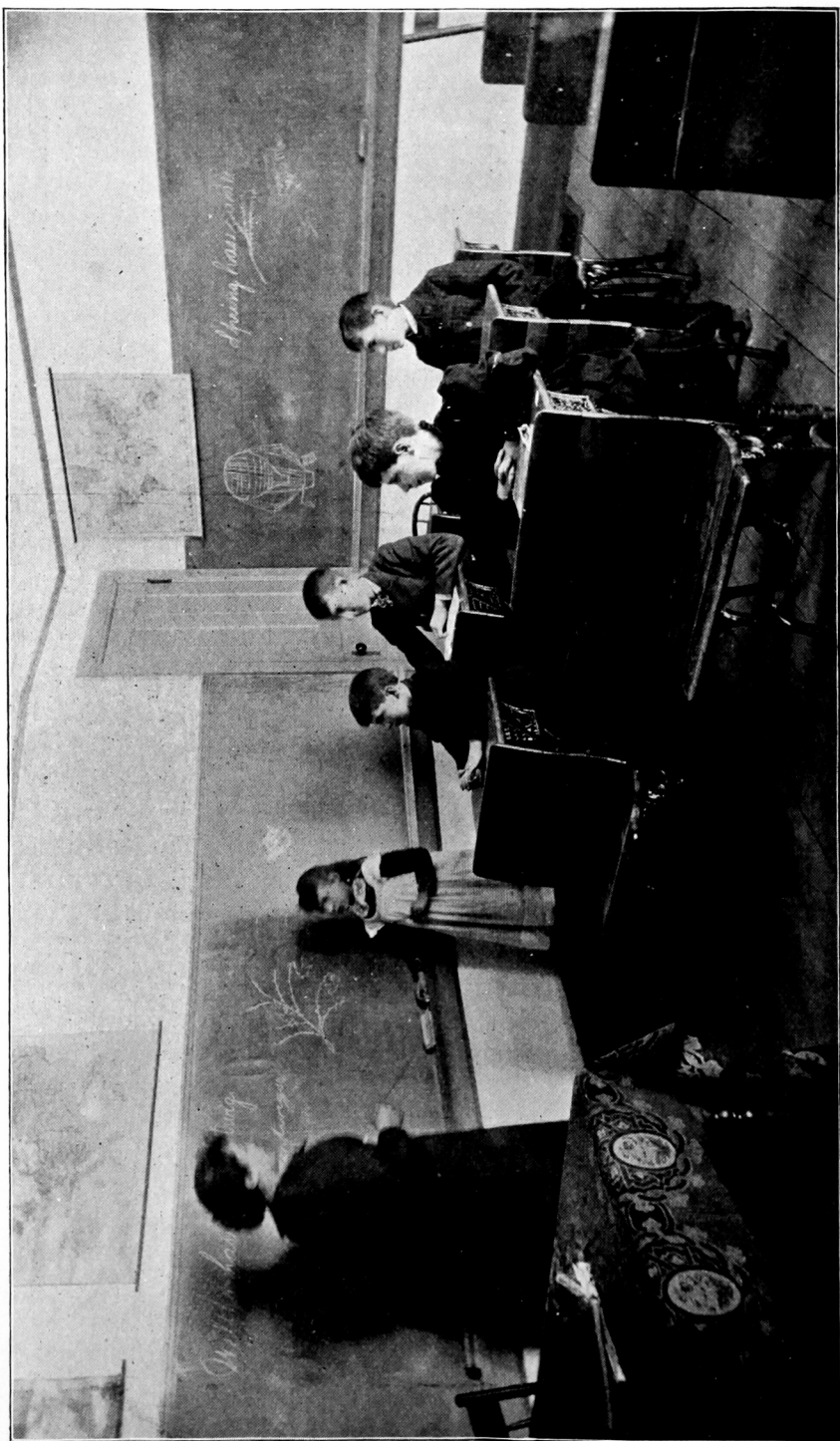
During play-hours, as well as in the class-room, the children are continually in the care of the teacher, who participates in their games and recreations, and forestalls mischief by properly directing their energies. This affords the best possible opportunity for studying the individual characteristics of each child, thus rendering it possible to adapt the instruction of the class-room to his real capabilities. Another advantage of this constant presence of a teacher is that the child struggling to express a thought is given at once the proper word, and thus unconsciously forms the habit of trying to express himself in words rather than in motions, which he must otherwise inevitably do; and being continually addressed in connected language he naturally acquires facility in lip-reading, which he does in advance of his ability to put his own thought into speech, just as a hearing babe understands what is said to him long before he is able to make any response in words.

HAND-WORK.

The art department comprises instruction in pencil and charcoal-drawing, sketching from life and nature, designing, painting in water colors, and clay-modelling; a lesson in one of these being given daily to all, even the youngest. The babies, however, have their work for some time at the black-board, charcoal and the pencil only being introduced after they have acquired considerable ease in holding the chalk, and a good free movement.

We consider the small hand-slate, as generally used in schools, the greatest enemy to good hand-work, and banish it from our premises.

Our Art room is in every sense a "study" room, the ability to represent the object presented by the teacher accurately



FIRST INTERMEDIATE CLASS.

and with dispatch being considered of more importance than the making of beautiful "pictures."

The results of these careful lessons are visible on the black-boards of every school-room. From the first baby sentence sent home, every "letter" is filled with illustrations, and Christmas cards, birth-day remembrances, and souvenirs for all occasions are the work of their own hands, made with little assistance, and by the older pupils usually without even a suggestion, proving to our satisfaction that careful work *in the beginning* pays in every department.

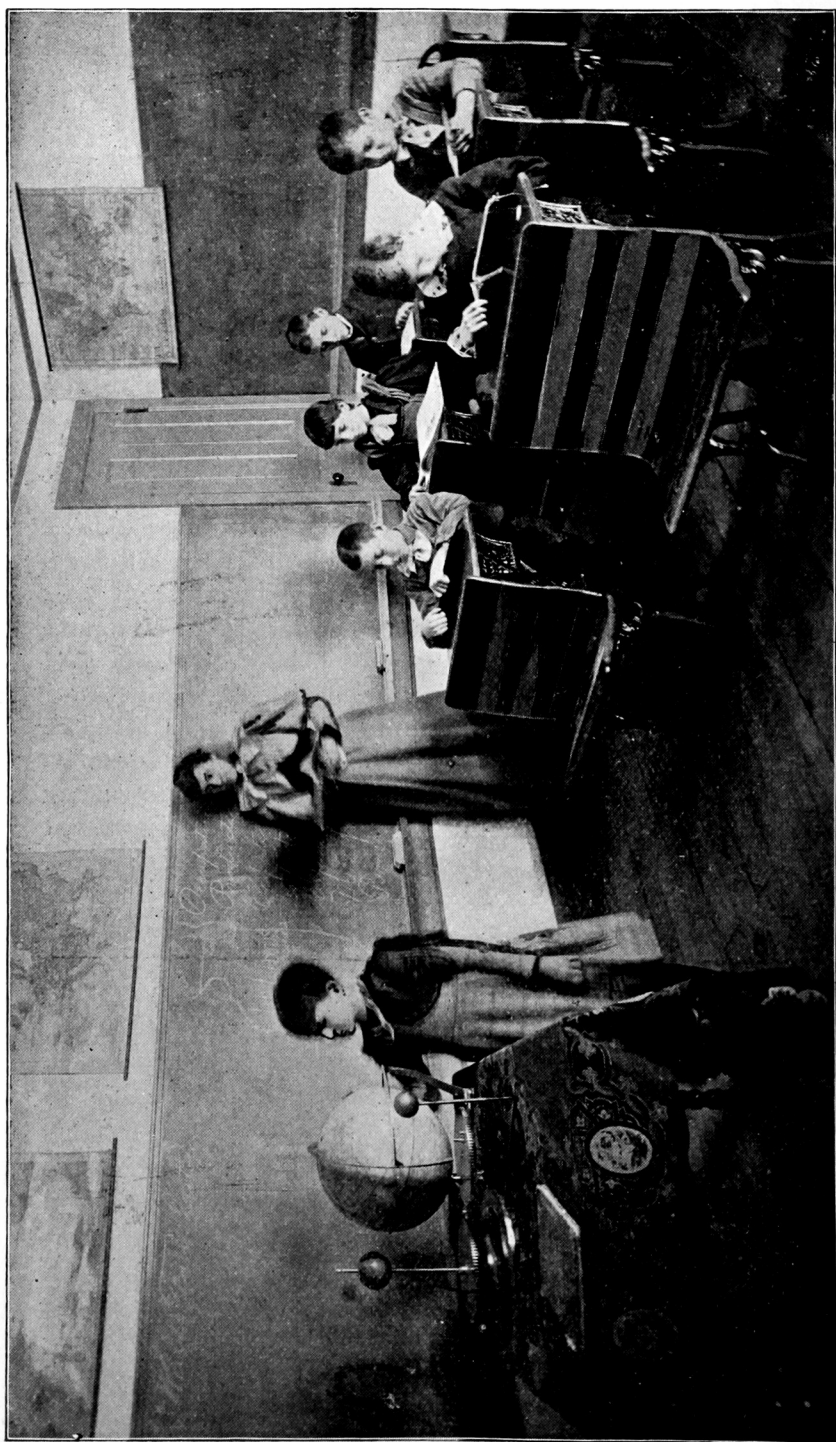
The Swedish system of sewing is taught, and this, with the regular lessons and sloyd, are given to all pupils above the kindergarten.

KINDERGARTEN.

We make the kindergarten system the basis underlying all the work of the School, having had from one to three trained kindergartners since the opening of the second year of school, and, believing that a happy occupation induces thought and furnishes the best possible incentive to speech, we give great prominence to every department of hand-work. Believing, also, that the ability to picture a thought and to write it in words adds to its accuracy, and tends directly to habits of more careful observation and reliable memory, the kindergarten is, therefore, associated *at once* with drawing and writing on the black-board. The little tot of three, being given several times every day short free-arm exercises on the black-board, learns to hold the chalk lightly and move the arm properly, and is prepared to take up both drawing and writing with ease and facility. When this ease of movement is once thoroughly acquired, what is to many a task becomes to him a pleasure, and the black-board is henceforth a never-ending source of instruction and amusement, giving him an avenue of almost perfect expression, and furnishing his teacher an opportunity of supplying the word for which he hungers.

The kindergarten department comprises the babies and least advanced pupils, who during school-hours occupy the gymnasium, a room 45 x 25. They work in small classes and are separated by black-board screens, which are easily moved and admit of freedom for the children.

The beginners have short lessons with the bright colors and pleasing forms of the kindergarten, which, with drawing, writing, Delsarte, and the preparatory articulation exercises,



SECOND INTERMEDIATE CLASS.

serve to promote habits of attention and self-control, and to develop the power of observation. At the same time, as they are always addressed by speech, they learn to recognize language in sentences, and, after a time, to speak oft-repeated easy words and to imitate the hand-work in the various departments, and these, with the necessary frequent rests and games, occupy the time.

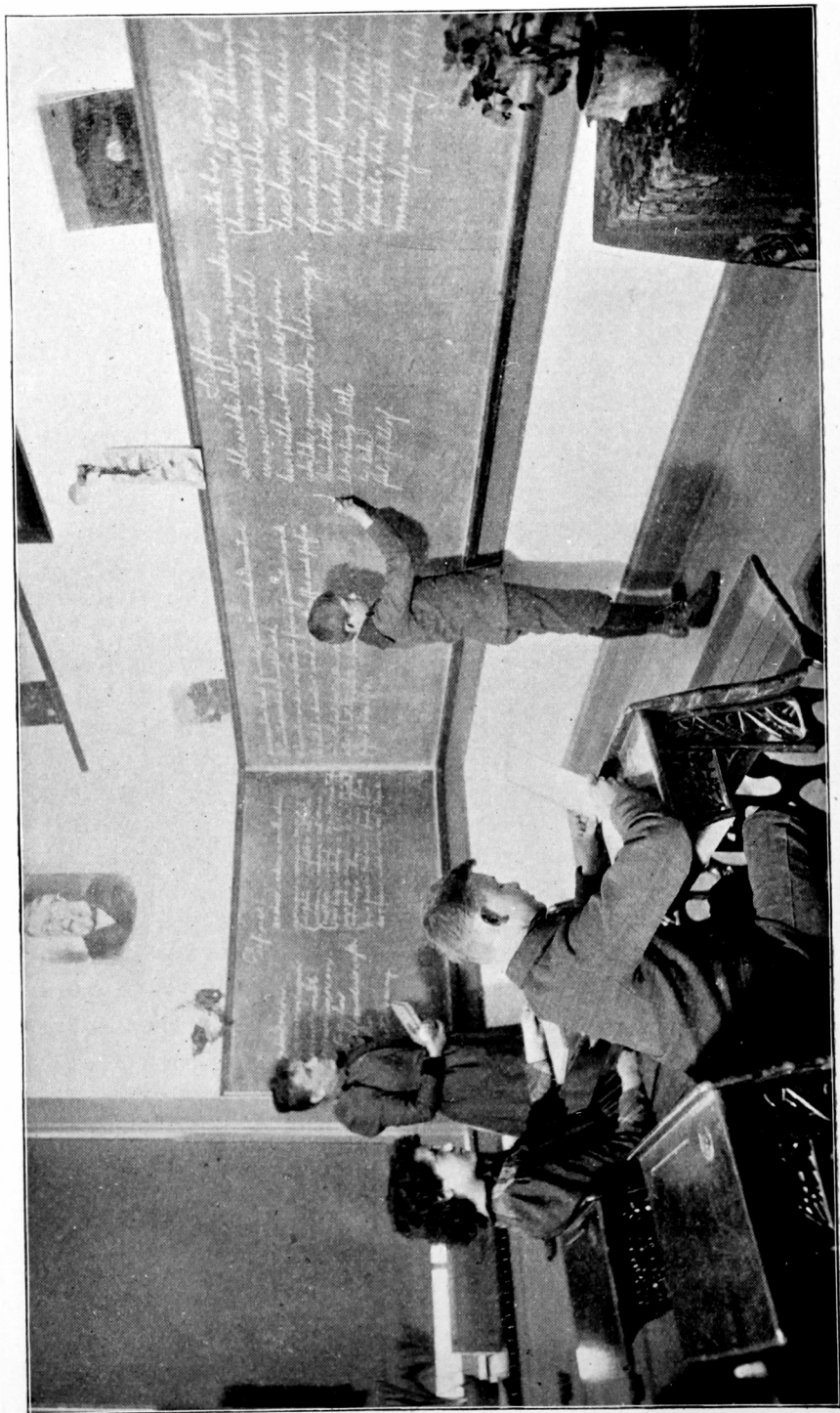
The second class continue the exercises for the cultivation of the sense of sight and touch, but give more time to articulation and the acquisition of a vocabulary, using the kindergarten occupations as an incentive to speech, and writing and drawing freely in every lesson.

The third class give less time to the kindergarten occupations, take simple combinations of numbers with objects, draw and write on the black-board with rapidity and ease, learn to translate script into print, using primers and very easy books; the chief object of every lesson being the development of thought and a better and freer use of elementary language.

The older classes have regular lessons from text-books, such as are used in the public schools. The most advanced class comprises three pupils—eleven, twelve, and thirteen years of age, the last two congenitally deaf—who have been in school six and seven years. They have lessons in arithmetic, geography, history, physiology, and word-analysis. Their perfect understanding by speech-reading and their unusual ability to express their thoughts without hesitancy in either spoken or written language confirm the conviction that has been growing upon us for the past nine years, namely, that infant kindergarten schools are a necessity for the best development of the deaf.

SUMMARY.

1. Teach the deaf child in infancy the things a hearing child unconsciously learns during that period.
2. Use kindergarten methods; give the child something to do, then supply the word to express the awakened thought.
3. Surround the child with black-boards; teach drawing and writing from the beginning—the first for the sake of freedom of expression, and the latter for accuracy—and insist upon accuracy from the beginning.



INTERMEDIATE CLASS.

4. Encourage the child to ask questions, and cultivate in him a desire personally to investigate everything that comes within his observation.

5. Place books suited to his comprehension within his reach, encourage him to read aloud, *take the time* to talk freely and frequently with him.

By using this *natural method* from early infancy, a deaf child will acquire a knowledge and use of language which will enable him to take up the regular school-room curriculum at much less disadvantage than is possible where, as under existing circumstances, a large per cent. of deaf children from ten to fifteen years of age are still struggling with the *a, b, c* of language.

Ten years ago, in 1883, our School opened as the only one, so far as known, to *solicit* very young deaf children as pupils, and from that time there has been a steady growth of public opinion favoring the earlier education of the deaf. In 1888, five years later, the "Sarah Fuller Home for Little Children Who Cannot Hear" was established in Massachusetts. In 1889 the "Albany Home School for the Oral Instruction of the Deaf," and in 1892 the "Home for the Training in Speech of Deaf Children before they are of School Age" in Philadelphia followed.

We hope these little schools are but the beginning, and that the next ten years will see established all over the Union, in the great centres of population, infant kindergartens for the deaf, where they will not only be taught to talk, but will be given that careful training of the whole nature, by skilful kindergarten methods, which are now considered absolutely necessary for the proper development of the latent possibilities of the hearing child and are immeasurably more necessary for the deaf child.

TO PARENTS AND FRIENDS.

Things to Remember in Addressing Deaf Children.

1. Gain the attention of the child before addressing him.
2. Speak naturally; be sure the first word is understood; if necessary unduly to emphasize a new word in first giving it, repeat the sentence till it is easily recognized when spoken in a perfectly natural manner.
3. Avoid mouthing.
4. Avoid speaking slowly or separating words.



VIRGINIA AND WAITE IN ART ROOM.

5. Avoid confining yourself to a limited vocabulary or to any one form of expression. Use a variety of idioms.

6. Use correct conversational forms of language always in addressing the child.

TEACHERS OF THE SCHOOL.

Principal.

MARY T. McCOWEN, B. D.

Teachers.

DORA MONTGOMERY,

M. ANNIE FREEMAN,

PEARL McCOWEN,

KATHERINE E. COAKER,

ANNA MURRAY,

FLORENCE BENNETT.

In Charge of Kindergarten.

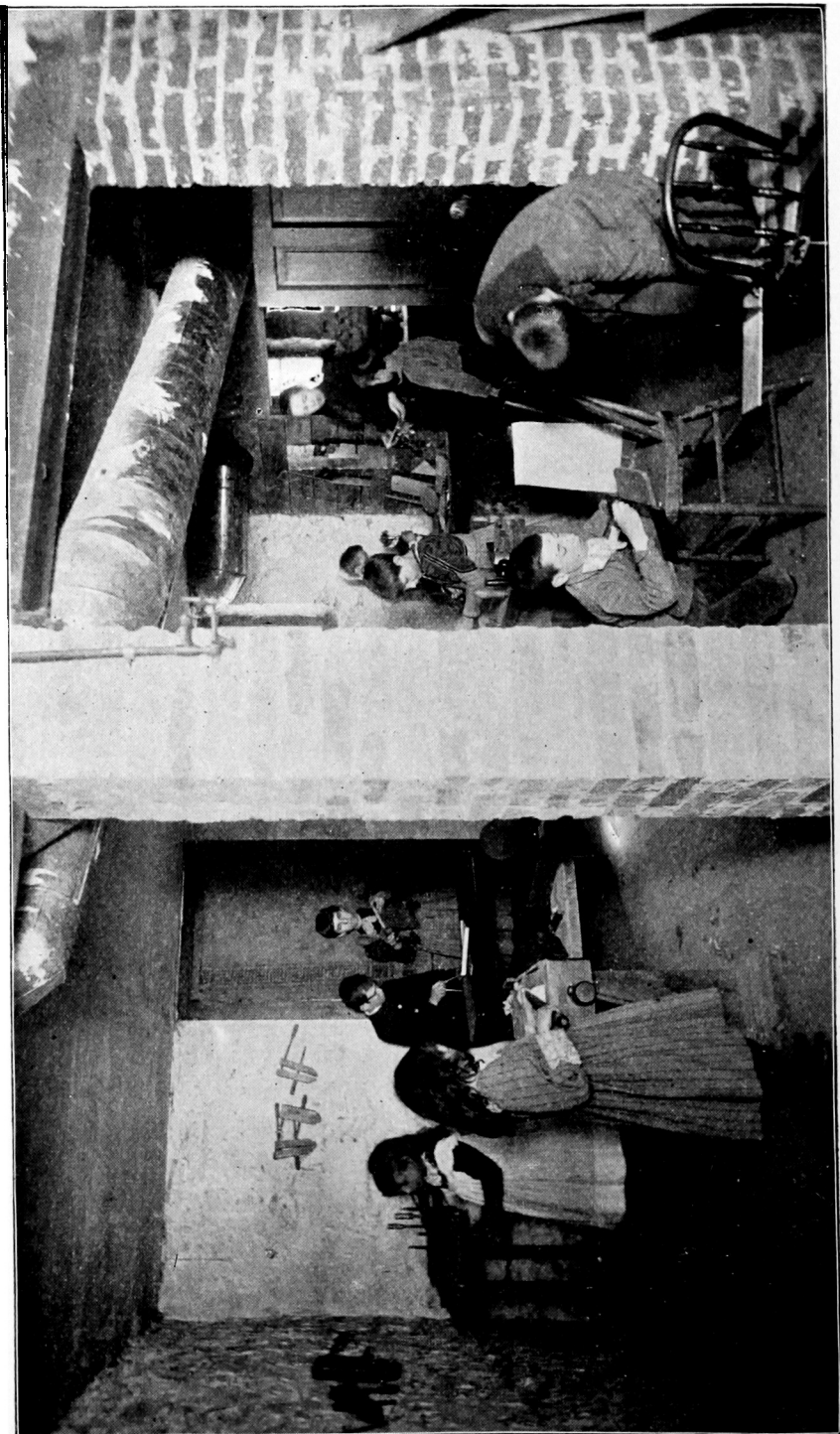
KATHERINE E. COAKER.

Teacher of Sewing and Sloyd.

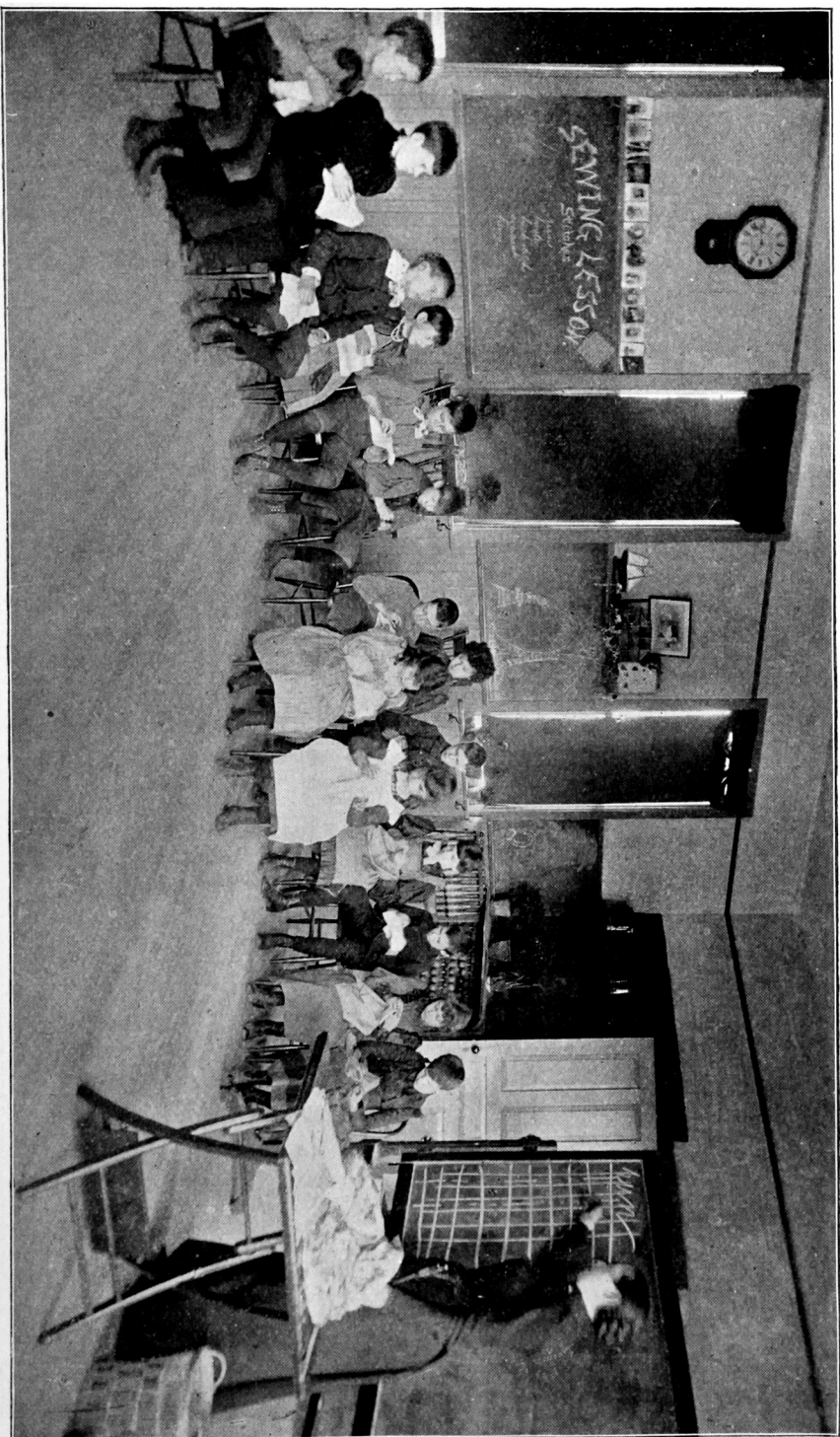
ANNA MURRAY.

Teacher of Art.

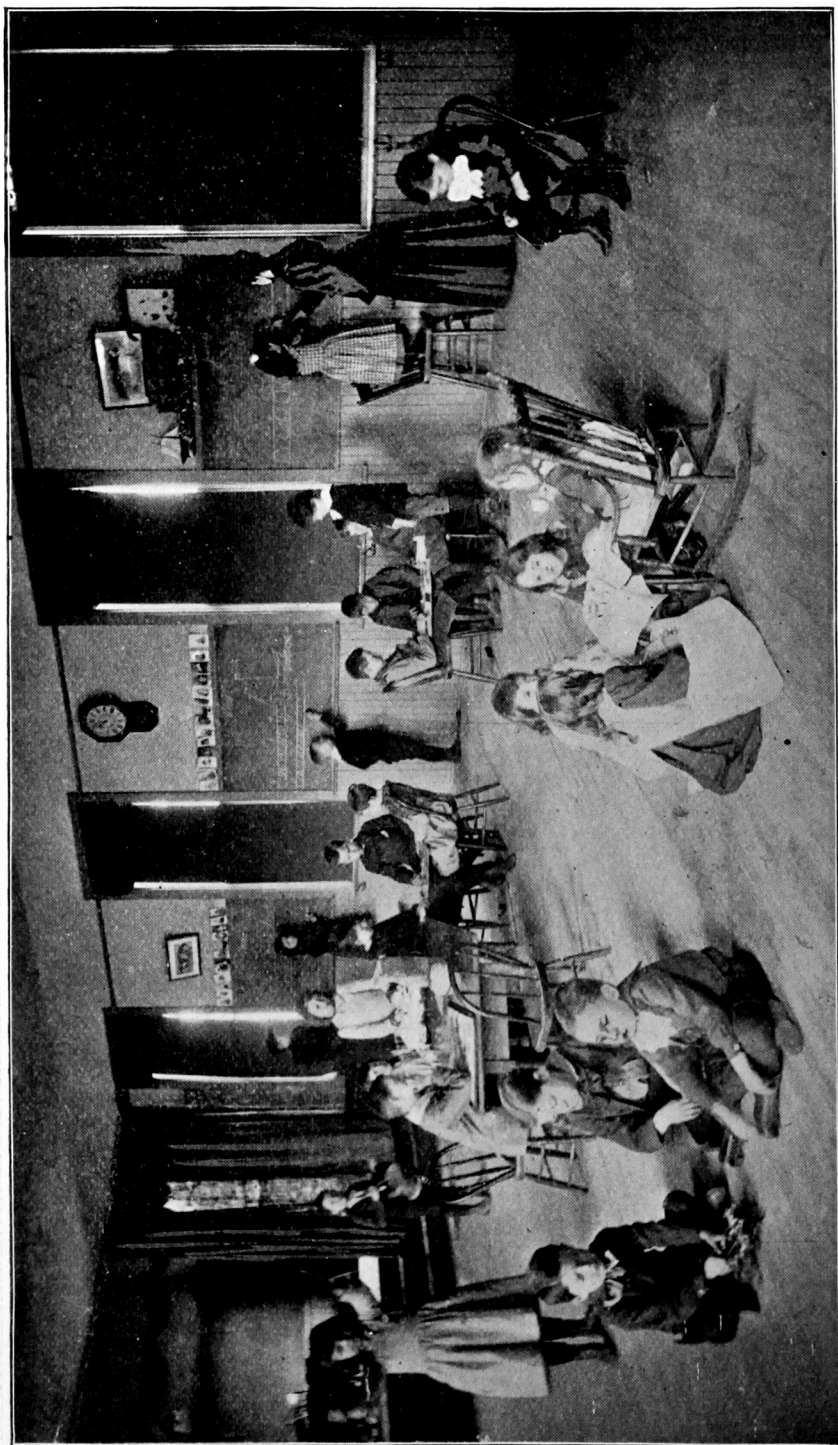
JEAN POND MINER.



CLASS IN SLOYD.



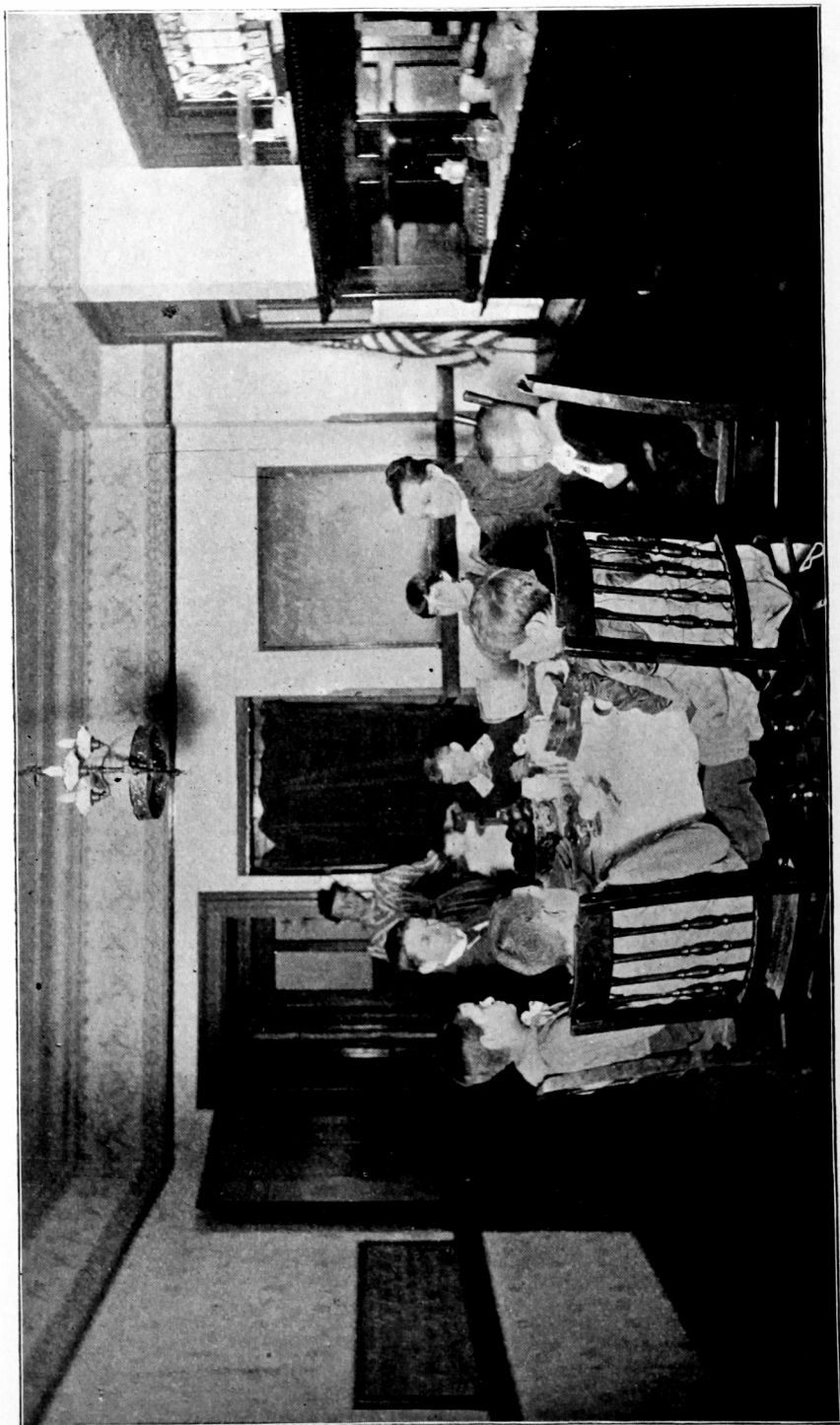
CLASS IN SEWING.



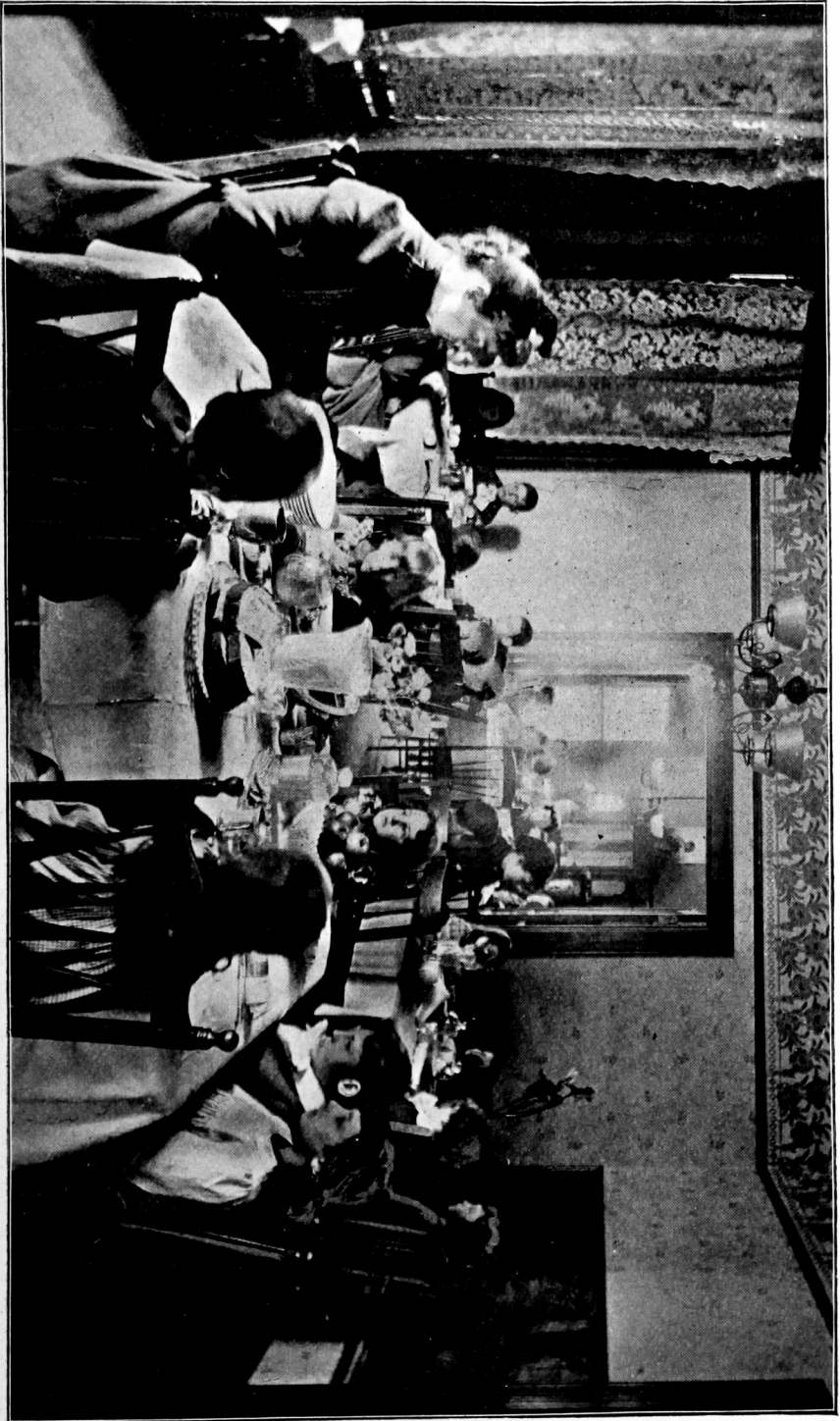
SATURDAY MORNING IN GYMNASIUM.



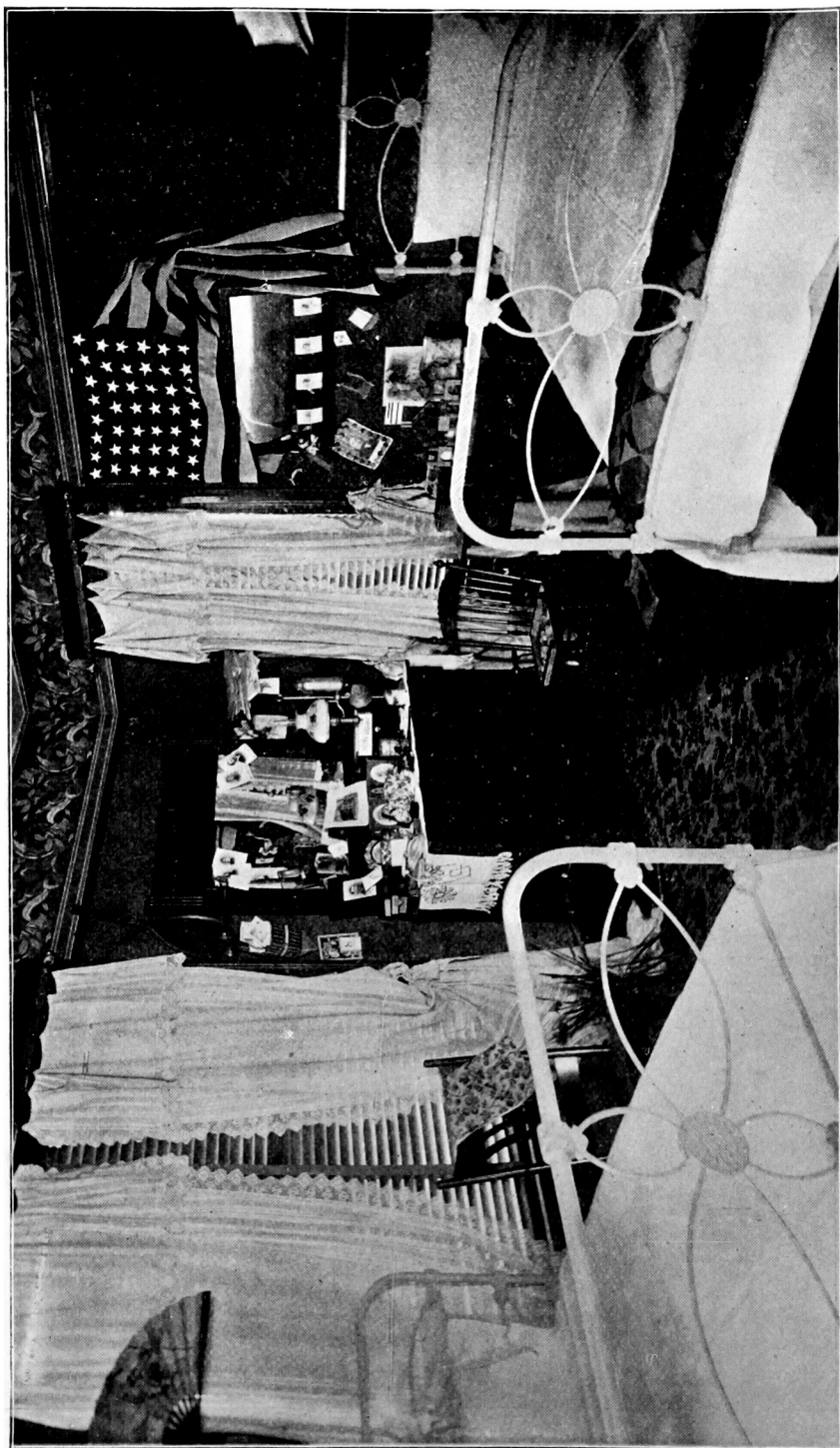
IN THE PARLOR.



FIRST DINING ROOM.



SECOND DINING ROOM.



ROOM FURNISHED BY MRS. WM. MOORE.

The Ephpheta School for the Deaf,

CHICAGO, ILLINOIS,

1884-1893.



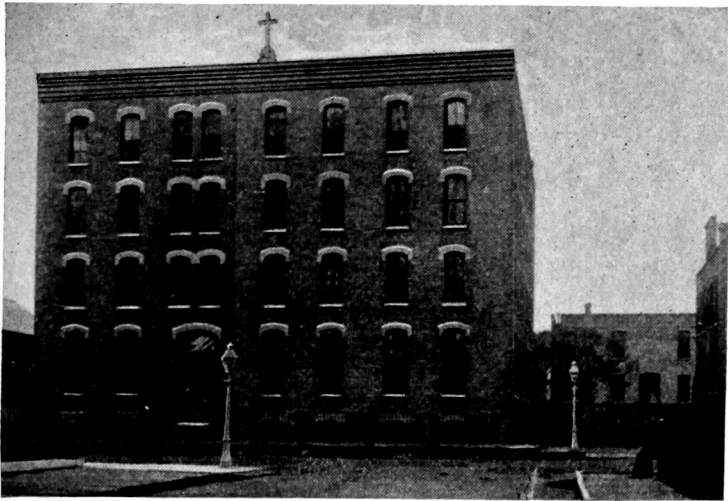
By MARY C. HENDRICK,

Principal of the School.

THE EPHPHETA SCHOOL FOR THE DEAF.

IN October, 1884, the Ephpheta School for the Deaf was opened in a rented room on West Twelfth street, Chicago. Only two pupils were enrolled on the day of opening, but before the end of the year the number had increased to fifteen. At the end of the second year there were twenty-eight pupils in school, a number which necessitated more ample accommodations and the services of another teacher.

Up to this time the School was a day-school; but, as applications had been received for the admission of pupils living at a distance, it was decided to receive a limited number of boarders. The necessary rooms were secured at St. Joseph's Home, 409 S. May street, and there the School still remains.



ST. JOSEPH'S HOME, CHICAGO, ILLINOIS.

In the winter of the third year modelling in clay and wood-carving were introduced, and have since been continued, with the result of cultivating the taste of the pupils and giving them practice in the use of tools. Sewing is taught to all the girls, and dressmaking to those who show taste for it. All the girls also receive practical instruction in domestic economy.

During its nine years of existence one hundred and thirty-

four pupils have been enrolled in the School, and at the present time (February, 1893) seventy-seven are accommodated, of whom forty-five are boarders. The corps of teachers has been increased to seven, one of whom is a former pupil.

The Ephpheta School is a private school and is supported by voluntary contributions from its friends, notably from the members of the Ephpheta Society, to whom the officers of the School feel they owe a deep debt of gratitude for interest shown and help given.

Teachers.

MARY C. HENDRICK, principal, 1884—

MARY J. GETHINGS, 1886—

IDA C. HEFFRON, 1887—1888.

M. J. GELERT, 1887—1888.

EUGENIE DONTENVILLE, 1888—1890.

JULIA A. BRACKEN, 1888—

VIRGINIA FRANCIN, 1890—

KATE KING, 1891—

JULIA GREGORY, 1891—

M. McNALLY, 1892—

The Mariæ Consilia Deaf-Mute
Institution,

ST. LOUIS, MISSOURI,

1885-1893.



BY SISTER MARY ADELE HENNESSY,

Principal of the Institution.

THE MARIÆ CONSILIA DEAF-MUTE INSTITUTION.

THE Catholic deaf-mute children under the care of the Sisters of St. Joseph of Carondelet were transferred to the above-named Institution in September, 1885.

They then consisted of twenty-five girls; two years later, the boys, under the care of the same sisterhood in Hannibal, Mo., were added to the inmates of Mariæ Consilia, where they are taught, with the other members, the usual course of instruction.

This is done by the "combined system." The manual alphabet, pantomime, writing, speech and lip-reading are used only as a means for acquiring the proper use of language, while all the pupils are led, as nearly as can be, to articulate their ideas.

One teacher is devoted to this purpose and has had unlooked-for success in her labors.

The girls are taught plain and fancy needlework, music, and painting; out of school-hours they are initiated into the many practical household duties that must in the future fall to their lot.

The boys have an opportunity of learning type-setting, printing, and gardening, though at present these advantages are rather limited. The school terms are the same as in other educational institutions, with the usual two months' vacation in summer and a week or ten days during the Christmas holidays. The pupils attend religious exercises every morning in the chapel; the older ones belong to a Sodality, which brings them together every Sunday afternoon, when the Rev. Chaplain gives them a lecture.

A circulating library is also at their disposal, intended to render useful their hours of leisure.

The Institution has now an average attendance of about fifty pupils of both sexes, most of whom are boarders.

Four teachers are constantly employed; this number includes the principal.

Thus far this School has been supported mainly by the endeavors of the community in charge, though a small tuition fee is required of those able to pay.

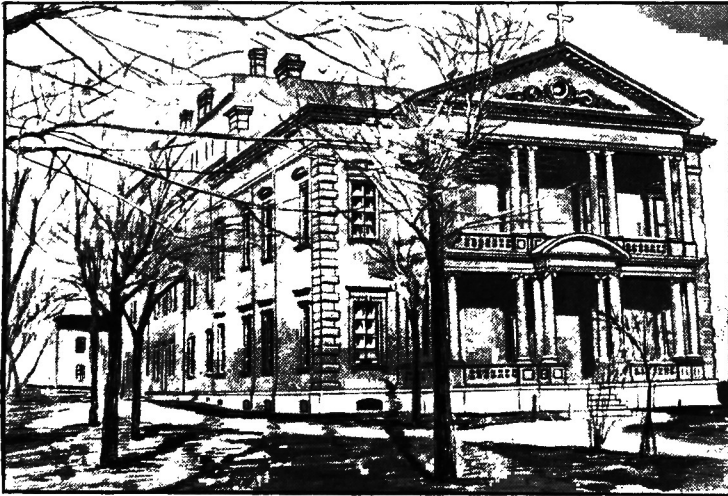
No pupil of good morals, capable of receiving instruction.

is rejected for want of means; neither does a difference of religious views exclude any one.

Within the past year the Sisters of St. Joseph have bought a very fine piece of property in the southern part of the city, about one-half mile south of the electric railway, with the intention of removing thereto the deaf-mute boys, where they may have desirable facilities for learning trades and other industries.

It is hoped that this new Institution may be in readiness by the coming September.

This work is especially dear to the Sisters of St. Joseph, as



MARIÆ CONSILIA DEAF-MUTE INSTITUTION.

it was the main object which caused the congregation's foundation in the United States.

In 1836 the Rt. Rev. Bishop Rosati, then presiding over the diocese of St. Louis, invited them from Lyons, France, for the express purpose of instructing deaf-mutes.

The Sisters appointed for the work set about learning the methods then used in the deaf-mute schools of St. Etienne, France, and, leaving their native land, were the first to open a Catholic school for this afflicted class west of the Mississippi. They settled in South St. Louis in 1837, and here Sisters St. John and Celestine undertook their duties as teachers of deaf-mutes. The former became foundress of the congregation in Philadelphia, while the latter remained in the first house and

became the first superioress-general of the Sisters of St. Joseph of Carondelet.

The congregation dates back to 1650, when the first members were established by Rev. Jean Paul Medaille; but they, with the many other religious congregations, were scattered during the revolution, many of them suffering imprisonment, and were saved from the guillotine only by the fall of Robespierre. In 1793 Napoleon permitted them to resume their community life, and Lyons was then the city to open her gates to them. Since then it has been looked upon as the mother house of the congregation in Europe.

Below is a list of our teachers' names:

Sister M. ADELE HENNESSY, Principal.

Sister M. SUSO COLGAN,
Sister M. ALPHONSUS PETERS, } Teachers of Articulation.

Sister M. ADELINA WHEALAN, Teacher in Manual Department.

Sister ROSE CATHARINE CASEY, Art Teacher.

The Keeler Private Articulation
Class for Deaf-Mutes,

27 EAST FORTY-SIXTH ST., NEW YORK CITY,

1885-1893.



By SARAH WARREN KEELER,

Principal of the School.

THE KEELER PRIVATE ARTICULATION CLASS FOR DEAF-MUTES.

THIS School was established in 1885 by its present principal, who for ten years had been an instructor of articulation in the New York Institution for the Improved Instruction of Deaf-Mutes. When opened it was located No. 72 Fiftieth street, from which place it was removed to No. 618 Lexington avenue, and since has been conducted by the principal in connection with her academic school for girls, located at 27 East Forty-Sixth street, New York.

The following principles govern the mode of instruction at this School :

First. All articulate sounds are produced by the vibrations of the vocal cords.

Second. The vibrations of the vocal cords may be felt on the larynx, thorax, nose, lips, and head.

Third. The non-vocal sounds are produced by causing the vocal organs to assume the correct position for any given sound, and while they retain that position exhale the breath, either gently or expulsively, as the sound requires.

Fourth. A deaf-mute learns to produce any given sound by attention, by observing the position and changes of position of the vocal organs of his teacher, by feeling on one hand the sound vibrations in the throat, etc., of the teacher, and on the other hand like vibrations in his own throat, etc., and by controlling and using his breath in a manner precisely similar to that of his teacher.

The deaf may be classified as follows :

First. Congenital, or those born deaf.

Second. Semi-deaf, or those born with a slight degree of hearing which they still retain.

Third. Semi-mutes, or those who heard in childhood and acquired a knowledge of speech before becoming deaf.

A semi-mute having acquired a knowledge of language previous to the illness which resulted in deafness requires constant practice in articulation ; otherwise impaired speech and eventually complete loss is the result.

In common with the congenitally deaf, the semi-deaf should

acquire a thorough knowledge of lip-reading—the art of understanding the speech of other persons by carefully and intently watching the lips and other vocal organs with their changes of position in speaking. The ability to do so materially aids the hearing power of the partially deaf.

The semi-deaf, by a proper system of training, can learn to modulate the voice and attain a natural tone when speaking.

As a rule, all of the deaf who have been taught speech in this School converse freely with one another, readily read the lips of others talking to them, and almost exclusively associate with hearing people.

Neither the manual alphabet, gestures, nor signs of any kind are permitted in the School, all instructions being imparted either orally or by writing. Some of the pupils attending these classes have left to attend private or public schools as soon as they felt sufficiently qualified to do so, and some have attended ordinary academic schools whilst members of our articulation classes.

In all instances where the pupils of our classes have been normally endowed intellectually, they have acquitted themselves creditably when attending schools for the hearing.

The classes have been conducted by the principal, assisted by one or more teachers or students receiving normal training.

The age of pupils attending these classes has varied from nine to eighteen years. The number of pupils attending during the school year ending June, 1892, was nine, comprising five boys and four girls, and the average annual attendance since the organization of the class in 1885 has also been nine.

The St. Mary's Institute for Deaf-
Mutes,

ST. PAUL, MINNESOTA,

1886-1893.



By C. B. GILBERT,

Superintendent of St. Paul Public Schools.

THE ST. MARY'S INSTITUTE FOR DEAF-MUTES.

THE St. Mary's Institute for Deaf-Mutes was opened in the year 1886, under the auspices of an order of the Roman Catholic church, in order that a school for the deaf might be provided in Minnesota, in which pupils of Catholic families should receive, in addition to the instruction given in secular schools, instruction in the Catholic religion, and should be placed under Catholic influences.

The Institute has been conducted since its first opening at 536 Mississippi street, St. Paul, Minnesota.

The first principal of the Institute was Miss Boucher, formerly of New York. In 1889 Miss Boucher was succeeded by Miss Nardin, of Buffalo, who still holds the position.

The Institute opened with nine pupils. At present the number is forty-five, of whom twenty-two are male and twenty-three female. About eighty pupils in all have received instruction.

In general, the minimum age of admission is six years, but there two pupils under that.

The number of teachers, including the principal, is four.

Both the manual and the oral methods of instruction are pursued in the Institute. Some of the pupils are taught exclusively by the oral method, and part of those taught by the manual method receive special training in articulation and speech-reading. In the year 1891 forty of the forty-seven pupils were taught to speak and read speech.

The number of hours passed in the school-room daily is six and a half.

The industries taught are dressmaking, printing, shoemaking, and tailoring.

The annual vacation extends from June 25 to the first Monday in September.

The Institute is supported by voluntary contributions, tuition fees, and the profits of an institution which supplies homes at reasonable rates to homeless working women.

The Sarah Fuller Home for Little
Children who cannot Hear,

WEST MEDFORD, MASSACHUSETTS,

1888-1893.



BY SARAH FULLER,

President of the Corporation.

THE SARAH FULLER HOME FOR LITTLE CHILDREN WHO CANNOT HEAR.

THE Sarah Fuller Home was founded and incorporated in June, 1888, as a home and kindergarten for very young deaf children. Miss Fuller, for twenty years principal of the Horace Mann School for the Deaf, in Boston, had long been convinced that deaf children would acquire speech with comparative ease if they could be taught at an earlier age than that at which they can enter the public schools, and that an elementary knowledge of speech-reading would also be obtained. In accordance with this idea, and in response to an appeal made by Mrs. Francis Brooks, many generous friends contributed money for the beginning of this work. An attractive cottage, situated in a beautiful orchard on the banks of the Mystic river, in West Medford, was hired for this Home School. It was fitted and furnished, the necessary assistants procured, and the Home opened on June fifteenth, with one pupil. By October, nine pupils had been admitted. Since the opening of the school, twenty-seven children have been received. There are now, March first, eighteen hundred ninety-three, eleven children under instruction.

The thought underlying all work with these little ones is that speech, as it is seen upon the lips of those about them, should convey its full meaning to them, and that every possible encouragement should be given them to imitate the movements of the mouth in speech and to use their voices. Involuntary sounds made by the children are noted, and each one is reproduced by teacher and pupil until a habit of associating definite appearances of the mouth with certain sounds is well fixed. Through this incidental work, and by a carefully arranged plan for the development of the more difficult elements of speech, the pupils acquire a vocabulary in a way similar to that in which hearing children learn to speak the language of the nursery. Their teachers and attendants use speech with them constantly, encouraging every effort, however crude, to speak the names of their toys or express their wishes in speech. They spend portions of each day in the school-room, where they learn to associate spoken, written, and printed names



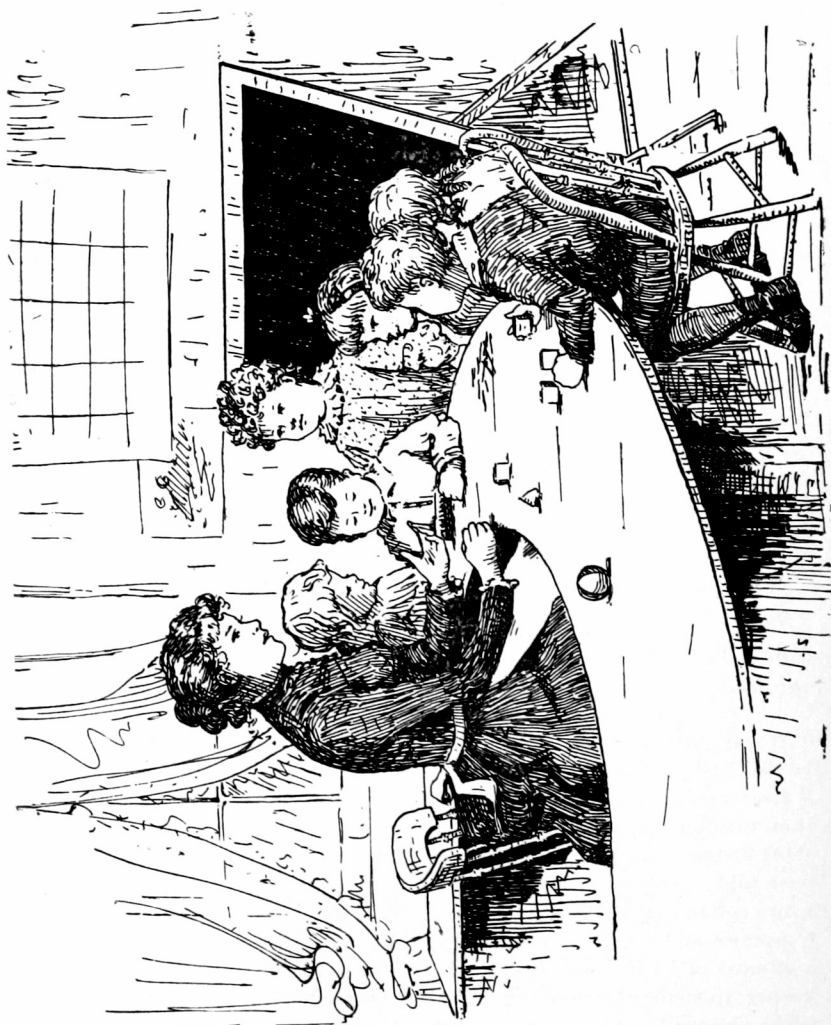
with objects. They also learn to recognize number groups and different colors, and to write upon black-board and slate.

Pictures, charts, and slated cloth cover the walls of the various rooms, and boxes containing crayon and erasers, within easy reach of the little ones, furnish ample material for amusement and instruction. The slated cloth also answers another purpose, as it enables teachers, attendants, and visitors to write whatever they say to the children. Picture books and magazines fill the shelves of the bookcase, to which the children have free access, and the thumb-marked pages, with their worn edges, testify to the many happy hours spent in an eager search for some favorite picture, the name of which they can speak. It is believed that a habit of reading may be begun with very young deaf children, and a use of books made attractive to them. One of the delights of the time immediately preceding the dinner and the tea hours is the opportunity given for poring over books and finding familiar words and phrases with illustrations of them. The repeated demands for the teachers' time and attention, and the shouts of delight as one and another make a discovery, are conclusive evidences of the power of words to present living pictures to children.

The following sketch of a visit to the Home, published in 1888 under the title of "Leaves from the Orchard," by Miss Edith Parker Jordan, gives an interesting description of the methods pursued with the children :

It was a bright, clear day in early autumn when I made my first visit to this little home.

Leaving the cars at the West Medford station, I passed the church, then turning abruptly to the left, as directed, followed the railway for a short distance back toward Boston. "You can't fail to find it," I had been told ; and even before I saw the name over the door of a neat little white cottage I felt I had reached the house—a general atmosphere of happiness and "home" surrounded it. Through the window I caught a glimpse of little faces, and when the door was opened by the house-keeper, immediately from the hallway I entered the school-room. This is the picture I saw: a room flooded with sunshine, a lady seated at one side of a low table (shaped like a horseshoe), a row of little people on the other, calling to mind the conventional geography representation of a *coral island*—the teacher, calm, serene, in the lagoon ; the children bobbing, dancing, like the wavelets on the outer coast. Bright, happy little folk they were, the eldest six, others a year or two younger, and the youngest—"Baby," I called her, for she was nothing more—only three years old. On the table before them were splints, blocks, and boards with



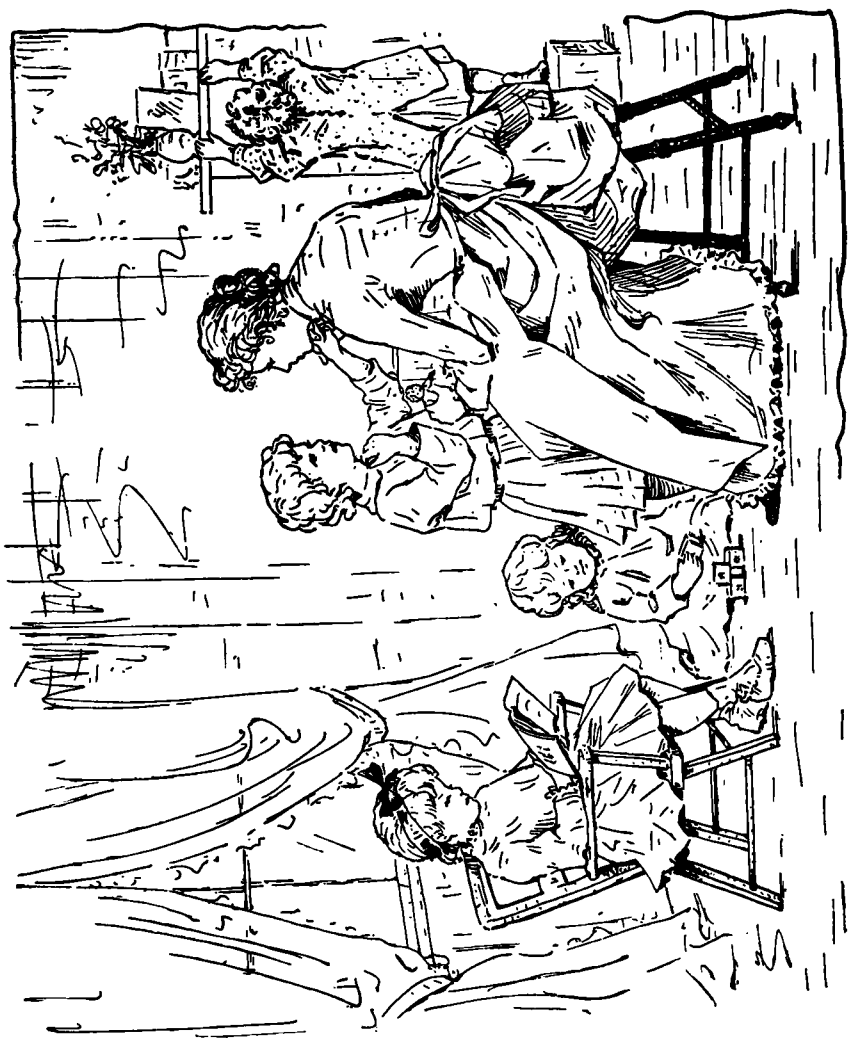
colored pegs. These they were busily sorting and arranging as pleased their fancy. It was interesting to notice the tastes displayed; one industriously placing her splints in piles of different colors, casting aside all of an unattractive green and carefully hoarding the blue and red; another, at his teacher's left hand, was diligently setting, alternately, black and white pegs in a diagonal line, declining all assistance from the little boy who stood beside him. Thus they plied their nimble fingers, and I, while talking with their teacher, observed the appointments of the room. In one corner stood a long, low black-board covered with the first attempts of baby fingers in penmanship; above it, on the wall, a set of shelves laden with labelled toys and objects of all sorts—a dog and cat standing amicably side by side, a stranded boat, a ball, a fan, and hosts of others. Pictures and charts adorned the other walls.

Taking from the shelf a worsted ball and the cat, the teacher directed the oldest boy to write the name of each object. After a struggle with an unmanageable letter, she went to his assistance, and soon "ball" appeared in a good round hand. "Baby," not to be outdone, must show what she could do, so, running to the board, with her chubby hand produced an astonishing number of big round o's and x's, shaking her curls in delight at her achievement.

"You shall see how these little ones learn to speak," said the teacher, and from the floor, where "Baby" now sat playing with some blocks, she took a doll, and calling a little one in kilts to her side, placed a finger of one little hand upon her throat. With the other hand at his own, he intently watched her mouth as she spoke the word *doll*. Slowly and distinctly came the response "d-o-ll." "And his mouth was opened immediately and his tongue loosed, and he spake"; with new power these words were borne in upon me as I listened.

"None of the exercises," said the teacher, "exceed twenty minutes. It is now time for them to go out to play in the orchard," and, in charge of an attendant, off they trooped, leaving me to hear this history of the Home, and interesting stories of its little ones.

"This Home was founded," said she, "upon the conviction that little deaf children can learn to speak at as early an age as others, if the natural sounds which all children make in infancy are properly utilized. The fact that parents of deaf infants rarely discover the condition of their children until after the age when they would naturally use speech is strong proof of the absence of any apparent difference between them and hearing children. The voice of a deaf child in laughing or crying is not unlike that of others; and why *should* a mother think it knows nothing of sound? Miss Sarah Fuller, Principal of the Horace Mann School for the Deaf, in Boston, has long believed that it is possible to teach little deaf children to imitate speech by *sight*, as we ourselves learned it from *hearing*, and her wish to open a 'Home School,' where little children whose parents have not time to instruct them could be received, has been most happily realized by the beneficence of Mrs. Francis Brooks, of Boston. In response to an appeal from Mrs. Brooks, other generous friends contributed cordially to aid in establishing this the first infant school for the deaf in America.



"The first pupil to be received was a 'baby boy,' one would have said, so immature he seemed when he came from his home, which was poor, comfortless, and with little in it to stimulate thought. Soon his ready adoption of the new ways of life with us showed that he possessed a very observing mind. At table he imitated so carefully and unobtrusively those about him that no one would have suspected he was not 'to the manor born.' A prouder child could not be found than my little man when he comprehended that the six letters J-o-s-e-p-h represented himself. He was somebody; he realized for the first time his own personality. He was the nucleus around which others soon gathered and now form a happy little family. One little girl, of unknown parentage, a little waif 'out of the everywhere into the here,' is enjoying her first home. Clinging and affectionate, she shows a longing for the 'mother love' she never knew. I assure you, full measure is given her here.

"Now, let me show you our house," said she, rising, and leading the way to the sitting-room, bright with fresh walls, dainty curtains, and pretty antique furniture, past a little bedroom where tired babies may take a noonday nap, up the staircase, whose left-hand turning brought us to the children's sleeping-rooms. At the foot of the beds, where it catches the waking eyes of the children, stands a screen, gay with pictures, affording inexhaustible fields of discovery during the tedious process of dressing. The genial sun, now fast declining, shone full upon the snowy pillows, leaving a good-night benediction for the little heads.

Out in the orchard, under a huge old apple tree, we found the children. Eagerly they showed me the pile of sand, where they were digging, the wheelbarrow, the shovels, and the apples—so many they had gathered. At the foot of the orchard slowly winds the Mystic river. Over it one looks out across the marshes—picturesque with clumps of grass, hay-ricks, and narrow lines of shallow water, to the scattered houses on the outskirts of the town. In and out among the quince and pear trees we found our way to a little building, planned and fitted up expressly for the children's play-room. Along on one side of the room was a low seat or locker, in which they keep their toys and various games. A large tray of sand serves for play, as well as for the first steps in drawing and writing. "In this play-room," said the teacher, "the children are as free as in the orchard, and when the weather is stormy or unsuitable to be in open air we come here for games and for exercise."

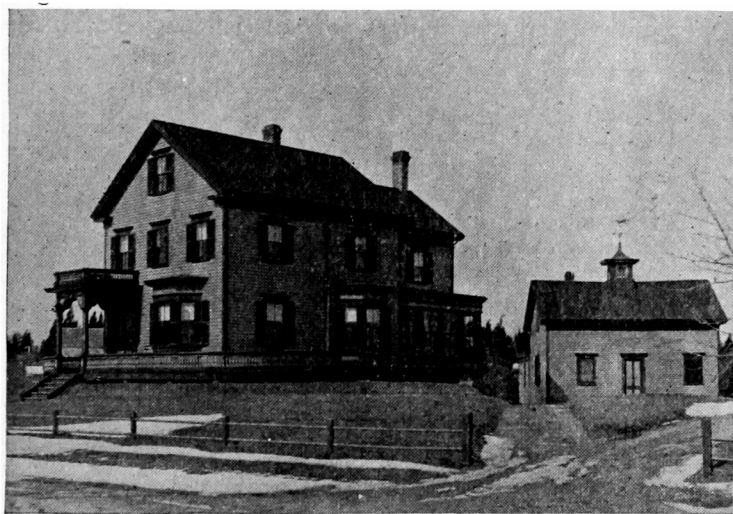
Gathering the little ones together, we returned to the house, and each little high chair at the table was quickly occupied by a happy, hungry child. Beside each plate stood a card—"a bill of fare"—by which the child learns to indicate its wants before it can speak words.

"This is a veritable dollies' house!" I cried, "but peopled, as my childhood's fancy longed for, with animated dolls. No aggressive signs of 'grown-up people' meet one in this place. It is indeed a children's home, pure and fresh as the little souls confided to its care." I could not turn away from this charming little home without one more look at its children, snugly tucked in bed for the night. As I said "Good-bye," and paused a moment at the gateway, a gust of wind sweeping through the trees whirled the autumn leaves about my feet. I gathered this



handful, and hope that you too may go and see how little deaf children live, love, and learn in the Sarah Fuller Home.

By October, 1891, it was found that the needs of the little school had outgrown its accommodation. There had also come changes in the neighborhood which made its removal desirable. Accordingly, the purchase was made of a house and stable with some sixty thousand square feet of land on Woburn street, and in the following January the Home was removed to this place. The estate is situated on high, dry land; it has a southern exposure, and there is a wood and pasture near it. The stable was remodelled and a large play-room made there for the children. The walls of this play-



room are hung with charts, and with slated cloth presenting the names of toys and various articles about the room. Portable slates and a large tray of sand serve for play as well as for the first lessons in drawing and writing. A light, airy room, extending over the entire length of the front of the building, suitably furnished, can be used in case of serious illness or contagious disease.

In October, 1892, the Home sustained a great loss in the death of Mrs. Francis Brooks, its founder. Mrs. Brooks's sympathies were quick and tender, and she appreciated, as but few can, the discouragements and difficulties that beset the way of little deaf learners. Her plans for them were wrought out of careful observation of child nature and child need, and

were well considered. It is well known how fully she gave of herself and of her wealth to make real her ideal life for little deaf children, and to give joy and comfort to parents who crave the blessing of speech for their children.

It may be said that this Home School, begun as an experiment, has proved a great success, and that the results, shown in the progress of the children, in their health and their happiness, are entirely satisfactory.

Terms of Admission.

Pupils under five years of age are received, and, in order to preserve as fully as possible the family life, the number of pupils is limited to ten.

One hundred and fifty dollars per year is charged for board and instruction.

BY-LAWS.

ARTICLE I.

This corporation shall be known as the SARAH FULLER HOME FOR LITTLE DEAF CHILDREN.

ARTICLE II.

The purpose of this corporation shall be the education and care of deaf children.

ARTICLE III.

The officers of this corporation shall consist of a President, Vice-President, Secretary, and Treasurer, and an Executive Committee of not more than seven members, of which the said officers shall be members, and who shall have the power of Directors. [Amended by Article XI.]

ARTICLE IV.

The annual meeting of the corporation shall be held on the first Monday in June, in West Medford.

ARTICLE V.

Members may be admitted upon application to the Executive Committee, who shall have the power to reject or accept all applications and whose decision shall be final.

ARTICLE VI.

These By-Laws can be altered, amended, or changed at any annual or special meeting of the corporation, due notice of such change having been given to the members.

ARTICLE VII.

Each member of the corporation shall visit for two months yearly, the visit of one member to overlap the visit of the next by a month. [Amended by Article XII.]

ARTICLE VIII.

The sum per year to be paid for board and education at the Home not to be less than \$100, and for day-scholars not less than \$50.

ARTICLE IX.

A quorum of the Executive Committee shall consist of four members.

ARTICLE X.

The monthly meetings to be held at the Home on the first Monday in every month.

AMENDMENTS.

ARTICLE XI.

The officers of this corporation shall consist of a President, Vice-President, Secretary, and Treasurer, and an Executive Committee of not *less* than seven members, of which the said officers shall be members, and who shall have the power of Directors. [See Article III.]

ARTICLE XII.

The Visiting Committee shall be chosen from the members of the corporation. Each member of the said Committee shall visit two consecutive months, the visit of one member to overlap the visit of the next by a month. [See Article VII.]

Corporation.

MISS MARY T. ANDREWS, 119 Beacon St., Boston.

MISS SARAH G. ANDREWS, 119 Beacon St., Boston.

MRS. THEODORE W. BENNETT, West Medford, Mass.

MISS FANNY BROOKS, West Medford, Mass.

Mrs. J. L. COFFIN, West Medford, Mass.
 Mrs. L. W. CONANT, West Medford, Mass.
 Miss M. H. CROCKER, Hotel Berkeley, Boston.
 Mrs. EDMUND DWIGHT, 191 Marlborough St., Boston.
 Miss SARAH FULLER, Newton Lower Falls, Mass.
 Mr. N. P. HALLOWELL, Sears Building, Boston.
 Mrs. N. P. HALLOWELL, West Medford, Mass.
 Mrs. R. P. HALLOWELL, West Medford, Mass.
 Miss JENNY HAMLIN, Winchester, Mass.
 Miss NANCY B. HARRINGTON, Winchester, Mass.
 Mrs. B. F. HAYES, Medford, Mass.
 Miss MARION C. JACKSON, 188 Marlborough St., Boston.
 Mrs. WILLIAM B. LAWRENCE, Medford, Mass.
 Miss HELEN PORTER, Medford, Mass.
 Miss MARY G. PORTER, Medford, Mass.
 Mrs. D. N. SKILLINGS, Winchester, Mass.
 Mrs. R. H. STEVENSON, 58 Chestnut St., Boston.
 Mrs. FREDERIC WINSOR, Weston, Mass.
 Mrs. BENJAMIN R. WHITNEY, West Medford, Mass.

Committee on Admission and Discharge.

Mrs. R. H. STEVENSON, Miss FANNIE BROOKS,
 Mrs. N. P. HALLOWELL.

House Committee.

Miss FANNIE BROOKS, Mrs. L. W. CONANT.

OFFICERS.

President,

SARAH FULLER.

Vice-President,

ELLEN R. DWIGHT.

Treasurer,

N. P. HALLOWELL, Sears Building, Boston.

Secretary,

SARAH W. HALLOWELL.

Physician,

JOHN L. COFFIN, M. D.

Dentist,

R. C. SARGENT.

Executive Committee, with Powers of Directors.

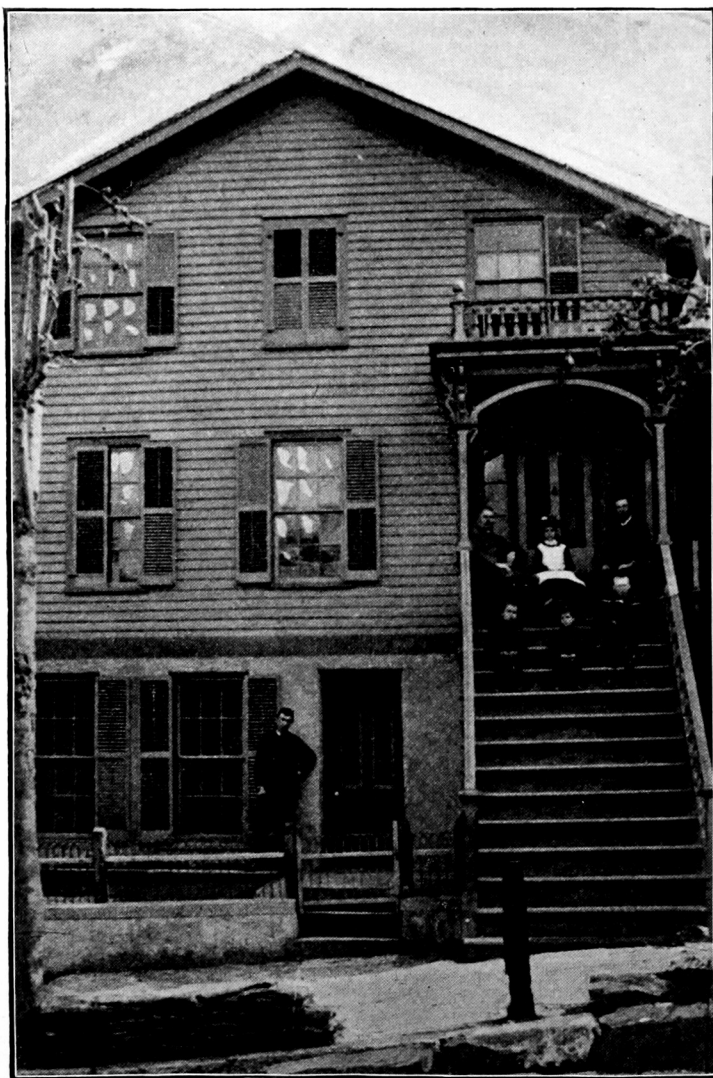
MARY T. ANDREWS,	SARAH W. HALLOWELL,
FANNY BROOKS,	MARY H. HAYES,
ANNA M. BENNETT,	HELEN PORTER,
SARAH L. CONANT,	MARY G. PORTER,
ELLEN R. DWIGHT,	CAROLINE STEVENSON,
SARAH FULLER,	ANNIE D. WHITNEY,
N. P. HALLOWELL,	ELIZABETH B. WHEELWRIGHT.

Principal and Matron,

ELIZA L. CLARK.

Assistants and Attendants,

HENRIETTA MORRISON,	EMMA B. BULLARD,
LILA THORNE.	



FIRST BUILDING OCCUPIED BY THE EASTERN IOWA SCHOOL.

T H E
Eastern Iowa School for the Deaf,

DUBUQUE, IOWA,

1888-1893.

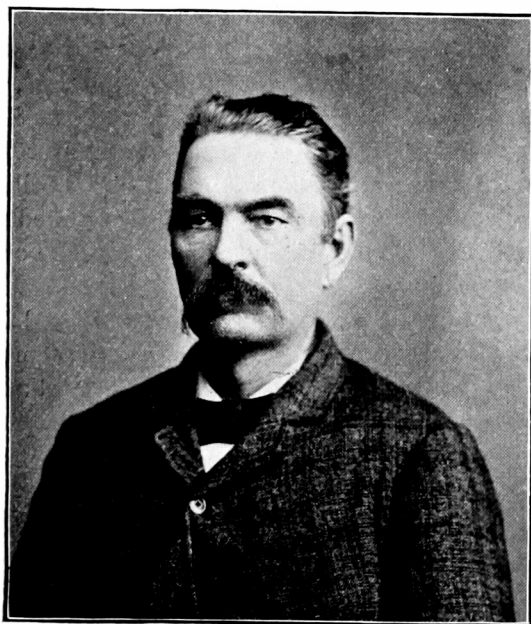


BY
DE COURSEY FRENCH,
Principal of the School.

THE EASTERN IOWA SCHOOL FOR THE DEAF.

I was born, raised, and educated in Indiana. From the fall of 1860 to the summer of 1868 I was connected with the Indiana Institution for the Deaf as a teacher.

In 1869 I established the Nebraska Institute for the Deaf at Omaha, and for three years was its principal, and was *ex-officio* one of the trustees.



DE COURSEY FRENCH.

In 1885 I obtained the necessary legislation to establish the Wyoming School. A building was erected by the Legislature in 1886, but owing to political dissensions no means have as yet been provided for carrying on the School.

In the fall of 1888 I came to Dubuque, Iowa, and opened the "Eastern Iowa School for the Deaf," in October of the same year.

The School has been supported by general contributions, fairs and exhibitions. Rooms are rented and furnished for the

School. It is carried on as a day-school, the same as the hearing schools. During the past four years eighteen pupils have been in attendance. During the time nearly \$3,000 has been raised for the benefit of the School. The purpose of our work is to secure an enactment of the legislature to establish the School in Eastern Iowa, and make provision for its support. The Iowa School for the Deaf at Council Bluffs is on the western border of the State. A large majority of the deaf children live in the eastern part of the State. Poverty prevents many from going so far away to school. It is estimated that there are about two thousand deaf-mutes in the State, half of whom are of school age.

I am both principal and teacher of this School, and have been ever since its organization.

Linnie Haguewood, a deaf, dumb, and blind girl, the only one in Iowa, has been connected with this School. She learns through the sense of feeling the raised letters for the blind, spelling on the fingers, feeling objects and spelling their names. She is now thirteen years old, and if her education is carried on she will become very intelligent and one of the rare objects of the School.

The study hours are from 9 A. M. to 12 M., and from 2 to 4 P. M. The School session extends from September 15 to June 12. No industries are taught in the School at present.

The Kindergarten and Primary
School for Hearing and
Deaf Children.

WASHINGTON, D. C.

1888-1893.



By ANNA SCHMITT,

Principal of the School.

THE KINDERGARTEN AND PRIMARY SCHOOL FOR HEARING AND DEAF CHILDREN, WASHINGTON, D. C.

In the year 1883, when Dr. A. Graham Bell opened his experimental private school for very young deaf children, I was a teacher in Mrs. Spier's Kindergarten for hearing children conducted in the same building, No. 1234 Sixteenth St., Scott Circle. The little deaf children of Dr. Bell's class mingled freely with the hearing children of our school in all the plays, most of the exercises, and many of the occupations incident



MISS ANNA SCHMITT.

to kindergarten methods. After the retirement of Miss Gertrude Hitz, the teacher of Dr. Bell's School, I participated more actively in its immediate work, occasionally teaching the deaf, and up to its close kept the records and took charge of the lesson papers, all of which have been carefully preserved. I closely observed Dr. Bell in his special work with the chil-

dren at the time, and, furthermore, had the good fortune to be a member of his adult or parents' class, where I enjoyed the advantage of gaining valuable information relative to the theories which must underlie all successful articulation work. The instruction of little deaf children in speech and speech-reading became a matter of absorbing interest to me, and hence, when Dr. Bell discontinued his experimental class, I determined to incorporate his ideas of teaching very young deaf children in connection with hearing children, as a permanent and integral feature of the Kindergarten, which I have done ever since January, 1888. No deaf child applying to enter my Kindergarten, numbering from twenty-five to thirty-five pupils, was thereafter denied admission on account of its deafness, and I have had as many as three such children at one time in my school. Sometimes there has been only one, at other times none at all ; but the school has at no time been closed to them. In addition to this, private lessons in speech-reading and articulation, which I had previously given to adult deaf, were continued.

The methods pursued in teaching speech or lip-reading and articulation to these little children were identical with those an intelligent mother employs in teaching her little hearing child to talk. This I term the "Natural Method," and following it out in our School has resulted in securing well-modulated sounds from our little deaf wards and a surprising expertness in speech-reading on their part, without any of the drawbacks which enforced unnatural instruction of the kind would have upon very young children. In fact, they seemed to enjoy their lessons just as much as the child having normal hearing. It is true such procedure demands inexhaustible patience, perseverance, keen perception of the child's capacity, and a close analysis of the means to be employed in developing its perceptive faculties. Our invariable rule has been to make no distinction whatever between the deaf and hearing children. When speaking to the former we use the same provincialisms and abbreviations as we do with the hearing, so that the eye of the deaf child may catch exactly the same idea which impresses itself upon the hearing child through its ear. To find the idiom of a language it must first be presented to the child, and to use it correctly it must be understood. We have found that this mode of proceeding resulted in natural forms of speech and natural intonation. And it is surprising how

readily some deaf children can acquire this unconstrained speech, and readiness in reading speech from the lips. How readily they detect the use of foreign words, for instance, and how quick they will be in correcting the pronunciation of their hearing companions! I will state a recent experience which will graphically illustrate and practically verify my attempt to teach according to the "Natural Method."

A small deaf girl, only eight years of age, who had been under instruction only a few weeks, laughed outright when a little hearing companion said "fee" for "three." I had hardly noticed the mispronunciation, and, in fact, let it pass uncorrected, because I wanted to see how this deaf child could follow what her little hearing companion said. I was delighted to observe this readiness on the part of little Helen to follow the purport of the little boy's talk and at the same time to detect with her eye an inaccuracy of pronunciation which even he, who was possessed of two sound ears, failed to notice. Did not this observant little speech-reader (and you must admit that she did read speech) *see* that the boy gave the sound of *f* for that of *th*? Did she not see and read what I heard?

A school of this character, where little deaf children are taught with hearing associates, requires teachers to be specially alert in laying siege to every impulse and desire of a deaf child, and to utilize such as a basis upon which to build up articulation, language, and speech-reading work. Were the principle which prevails in this School followed out with very young deaf children, both at home and in kindergartens, the result would greatly lighten the labors of future teachers of such scholars, vastly facilitate their acquisition of knowledge, and impart a joy to the children themselves which even the delight of their hearing companions could not excel.

The School consists of two subdivided departments and one special department:

- I. Kindergarten. Divisions A and B.
- II. Primary or advanced class. Divisions A and B.
- III. Special. Articulation, Speech-reading, and German.

All subjects are taught by the natural method, teachers adapting themselves to the capacity and needs of the pupils.

The curriculum for all pupils in the Primary or Advanced Class, whether hearing or deaf, embraces the English elementary branches, as follows:

6 *Kindergarten and Primary School for Hearing, etc.*

Reading: By sound and sight; the constant writing of what the pupil reads.

Writing: Complete thoughts. Copying, dictation, with only slight exercises in the forming of exact letters according to the Spencerian system.

Spelling: Not by rote. Sounding, reading, and writing thereof. Constructing sentences therewith.

Arithmetic: Oral or mental, through object teaching. Practical, including all the functions, slowly taught.

Geography: Introduced with sand mounds or a sheet of sand, then oral work, and at last simple descriptive geographies.

History: Orally; later, simple stories.

Natural History: All branches taught naturally, teacher only using text-books.

Physiology and Physics: With the two foregoing subjects, only taught elementarily.

German: By natural method.

Language Lessons: Grammar. Word analysis in simple forms.

Drawing: Kindergarten, free-hand, illustrative, and fundamental geometrical drawing.

Music: Vocal, including imitative accurate singing, kindergarten songs and games, etc., being led by adult or piano.

Calisthenics: Breathing exercises, with and without dumbbells.

In the month of January, 1893, this School had on its rolls twenty-two hearing children and one deaf child. The average attendance during the past four and a half years has been 31. Its present location is No. 220 E street N.W. Its corps of teachers consists of the principal, assisted by Miss E. F. Bullard, of New Orleans, and the Misses C. C. Stratton, Emma Siebert, and Eleanora Hines, all of Washington, at present taking a special course of Kindergarten Normal Training.



ALBANY HOME SCHOOL FOR THE ORAL INSTRUCTION OF THE DEAF.

The Albany Home School for the
Oral Instruction of the Deaf,

ALBANY, N. Y.,

1893.



By ANNA M. BLACK,

Principal of the School.

THE ALBANY HOME SCHOOL FOR THE ORAL INSTRUCTION OF THE DEAF.

THE Albany Home School for the Oral Instruction of the Deaf being one of the youngest schools in the United States, its history will be very brief.

It was organized in September, 1889, in a very modest way, first as a private home school, where the deaf of Albany and vicinity could be orally taught. Very soon after its establishment, applications were made from other States, and from parents of this State who were not able to pay tuition but were anxious to avail themselves of the School's peculiar privi-



MISS ANNA M. BLACK.

leges and advantages for their children. It was deemed best to have the School incorporated, which was done in January, 1891; and in February, 1892, we succeeded in getting a bill passed and approved amending the act of the legislature of the State of New York, providing for the care and education

of the deaf under twelve years of age. According to this amendment, children as young as five years can be admitted to any one of eight schools in New York State—that of Albany being the latest incorporated—and their education provided for by the county in which the child lives, if parents are unable to afford the expense. Thus the School is supported by tuition fees and county appropriations.

The Home School began with two little boys of six and seven years of age, and an older sister, not deaf, of one of the boys, as a companion. The older boy had had a private instructor at home for a time previous. The other one came fresh to the work. In January two little girls of four and five years were added to the number. In the spring more ample accommodations were secured, and another little boy of eight was numbered among the pupils. Up to the present time there have been sixteen different pupils connected with the School, besides other children not strictly pupils. One left for a time and afterwards returned. A girl of fourteen, who had attended one of the large schools, and been taught by signs, came to the School for several weeks, and had made some advancement in speaking, became discouraged, and longing for the old associates and easier method of expressing herself, her parents yielded to her entreaties and allowed her to return to her former surroundings.

A young man, having a serious impediment of speech, attended for lessons in articulation and enunciation. After three months of daily lessons and practice, he found himself greatly benefited by the exercises similar to those given to deaf people through the laborious process of speech-reading. One boy, now eleven years of age, has been in attendance at the Albany Academy, and his teacher reports:

I hardly know how to express my growing surprise as the months have passed away. When he came to me, I was filled with wonder when I saw what he had accomplished in spite of his limitations. Comparing him with other boys of his age, he stood well, but the best test of your work, to my mind, has not been what he accomplished while directly under your care, but what that training enabled him to do when put into a regular school for hearing boys. He has not failed as the year has grown, and now stands among the first in his class in reading, spelling, and language work. In arithmetic also he ranks well. In history and geography he does not do as well, because, of course, he has not learned to talk as fluently as is necessary in a topical recitation. All this work done in the midst of boys who can hear, and in a school where there cannot be much individual work, speaks a stronger word

for your work than any I could utter. Of one thing I am sure : unless he had had most careful training with you, it would have been utterly impossible for him to have done this work. As far as my opinion of your work goes, I can say this : When any one sees one of these afflicted children talking, playing, working so happily in the midst of their more fortunate brothers and sisters, how can one speak any but the very highest words of praise in favor of the training which alone produces such results.

And now I shall have to record one saddening circumstance that occurred in January, 1893. After a Christmas merry-making, to which the relatives of the children and friends of

Catalogue of pupils connected with the School from its organization to the present date, 1893.

Name.	Residence.	Age when admitted.	Date when admitted.	Cause and degree of deafness.	Age when made deaf, approx.	Remarks.
1. Groesbeck, E. C.	Albany, N. Y.	7	Sept. 17, 1889	Pneumonia—Total.	5 months.	Now attending Albany Boys' Academy.
2. Crouse, Walter	Broadbail.....	6	"	Congenital—Total.	"	Left for a time and then returned.
3. Farrell, Grace	Albany, N. Y.	5	Jan. 27, 1890	Injury from a fall—Total	1 year....	Died Jan. 2, 1893.
4. Price, Minnie	Port Henry, N. Y.	4	"	Measles—Slight deafness	1½ "	
5. Pike, Hereford	St. Joseph, Mo.	8	April 21, "	Spasms—Slight deafness	1 "	
6. Palmer, Annie	Troy, N. Y.	14	Sept. 23, "	Scarlet fever—Total	6 "	Had been taught by signs and forgotten how to talk.
7. Littell, Mary E.	Lykers, N. Y.	3	Nov. 11, "	Congenital—Total.	"	
8. Eldredge Robert	Amsterdam, N. Y.	6	Feb. 23, 1891	Congenital—Total.	"	
9. Patterson, Wm. J. V.	Middleburg, N. Y.	9	April 13, "	Scarlet fever—Total.	3 "	
10. Rehmer, Mary	Albany, N. Y.	7	June 8, "	Congenital—Total.	"	
11. Bearcroft, Alpheus	Fonda, N. Y.	25	Nov. "	Not deaf	"	Attended for lessons in articulation only.
12. Robertson, Milton A. .	Albany, N. Y.	5	May 30, 1892	Congenital — Can hear vowel sounds	"	Had learned to speak Dutch at a school for the deaf in Rotterdam, Holland. Is now learning English quite readily.
13. De Ronville, Klaasje ..	Albany, N. Y.	9	Sept. 12, "	Congenital—Total.	"	
14. Staats, Dewitt Clinton...	Guilderland, N. Y.	8	Sept. 12, "	Congenital—Partial	"	
15. Sack, Cornelia M.	Greenbush, N. Y.	5	Oct. 5, "	Cataract—Total	1½ "	
16. Selleck, Guy F.	Buffalo, N. Y.	5	Nov. 2, "	Measles—Slight deafness	2½ "	

the School contributed, School closed for a holiday of ten days and the children living near were taken home for a time. During that time one of the pupils, a bright, beautiful little girl of eight years of age, was taken sick at her home and died after a few days' illness of pneumonia. While our hearts are sad because we miss the bright, attractive presence of one of our most intelligent pupils, and member of our household, we feel that "it is well with the child," especially as the mother was also taken away a few days later by the same disease.

In the Albany Home School for the Oral Instruction of the Deaf, totally or partially deaf children who have never talked are taught to articulate by speech-reading. Speech-reading is taught those who have lost their hearing, either wholly or partially, after learning to talk, to enable them to understand others without the use of signs or the manual alphabet. The higher education of these children is conducted by means of speech, or what is called the oral method, in much the same manner as in schools for hearing children. The elements of language are first taught, then combinations of elements, then words.

Speech-reading is an invaluable acquisition for adults who have become deaf, or whose hearing is impaired to such a degree that they cannot understand ordinary conversation.

A course of training has been arranged to prepare oral teachers of the deaf.

Although arrangements have been made for the admission and education, by appointment from the counties, of a limited number of children whose parents are unable to pay for their education, it does not interfere with the special character of the School—its home-like and refining influences and associations more readily obtainable in a select school. While the good work done at the large or State schools cannot be estimated, it is thought that the younger children can be better trained in such a school as this. As the name implies, it is a Home School, where children can be received at an earlier age than the regulations of the larger schools will permit, and have the care and family associations and privileges which are often lacking in institution life, and which young children require for their proper development, physically, morally, and intellectually. The value of this will be seen when it is stated that it is of the greatest importance, in order to achieve the best results, to begin the instruction of the little ones in articulation as near

as possible at the age when a hearing child learns to talk. According to a simple and self-evident law of nature, an organ or set of organs of a living body, when not applied for its legitimate function, will become inflexible and immobile from non-use, or deformed from misuse. It is so with the vocal cords or organs of speech. If left for eight or ten or more years without use for the purposes of speech, the child will lose command of them entirely, or form habits of discordant, harsh, and monotonous utterance, not observable by the deaf, but disagreeable to all hearing people.

A parent will be amply repaid for sending a child to an oral school as young as three or four years, even at some inconvenience. If a hearing child, after having learned to talk, has been made deaf by disease, he should, immediately upon his recovery, be sent to a school where his speech will be retained and where he will be taught to understand from the lips. In such cases it is common to delay so long that serious loss of speech results. Every effort should be made to encourage the child to retain the use of his voice, and to pronounce common words by watching the lip motions and facial expression, or by feeling the muscular action or the breath.

I will repeat here a paragraph taken from a former report. It has been asserted by some of our educators who advocate the use of signs for teaching the deaf, that persons of intelligence and education acquire the art of speech-reading with comparative ease, and that those taught by the "eclectic" system become better speech readers and more fluent articulators than those taught exclusively by the oral system. For this reason the mind of the deaf child just beginning to learn should first and all along be disciplined and informed by means of the manual signs. This is said to prepare the way and render easier the teaching of speech and speech-reading. This is not my experience nor the experience of those who have been a much longer time in this work than I. First, in regard to laying the foundation, I prefer to start with the speech movement of the vocal organs—call them facial signs, if you will. I have no special objection to that word in its general sense. For, while it is true that context is one of the keys to speech-reading, still it is mainly built on a cultivated habit of perception and accurate observation. The eyes are trained to detect the slightest and most delicate shades and variations in the muscular action and expression of the vocal and facial

organs which mean words, and words mean ideas. No time is better to begin to train into this habit of nice observation than very early childhood. What does all our system of kindergarten and object and illustrative teaching mean if it does not mean just this? Teach a child two ways of doing a thing—manual signs and lip signs—and he will not select and adopt that which will be of the most benefit to him—speech—but he will choose the easier, at the loss of all the facility he would obtain by the persistent, constant, and exclusive practice of the other. Just as wise, I think, are those parents who do not take their children to any particular church, or teach them the moral right or wrong of any course of action, leaving them to choose as the conscience or intuition indicates as they grow older. The trouble is that, when it comes to selecting for themselves, the conscience itself, by which they could be guided, seems to be lacking, and the intuition left to run riot will do so still. The ability to choose wisely belongs to “those who, by reason of use, have their senses exercised to discern both good and evil.”

I have given lessons in speech-reading to a number of adults, intellectual and well-informed people, who had become partially deaf. The few who persevered against all obstacles and difficulties, acquiring a facility in the art, have told me, time and time again, that it was the most difficult thing they ever tried to learn, and their great regret has always been that they had the habits of years to contend against, always exclaiming, “If I were only younger, I know I could learn this so much easier!” More give it up in disgust or despair than persevere. Is it strange when so few adults undertake any new acquisition or accomplishment which requires indomitable and long continued practice?

In 1892 the School was removed to the beautiful and healthful suburb of Pine Hills, in the western part of the city. The house, originally a roomy farm-house, has been renovated and refitted, with wide verandas and ample, cheerful, and wholesome accommodations, good system of drainage, city water supply, and electric lights. The building stands high, on a terrace, with wide spreading lawn and a variety of beautiful old trees that render it very attractive and home-like.

A kindergarten of day-pupils, composed of the neighborhood hearing children, in which the deaf children have some exercises every day with the hearing children, has been added to the School.

Next June, 1893, closes the fourth year of the Albany Home School for the Oral Instruction of the Deaf. One teacher, Miss Carrie Marvin, was trained here and served for two years, and now occupies a similar position, having charge of an oral class in the State school of Indiana, and is believed to be doing some excellent work there in teaching the deaf to speak. One boy has been prepared to enter an academy with hearing boys, where he is making excellent progress. One young man having an impediment in his speech has been greatly benefited. Three teachers are now connected with the School in training and as assistants. The pupils now in school are exceptionally intelligent and attractive children, and very busy, orderly, and happy at their work or recreation in their school and home life, yielding cheerful obedience to their teachers and the regulations of the School, and it is especially gratifying to be able to state that the School has gone forward steadily and successfully during the period covered by this little history. The remarkable rollicking healthfulness of the children has very often been the occasion of notice and comment by those interested and visitors. This has been mainly due to regular habits and plenty of sleep and out-of-door exercise.

Act of Incorporation.

In the matter of the application of the Albany Home School for the Oral Instruction of the Deaf to become a body corporate.

The subscribers, being of full age, citizens of the United States, and a majority of the same citizens and residents of the State of New York, hereby certify that they desire to associate themselves together for benevolent, charitable, and educational purposes, hereinafter expressed, and that they and their successors may become a body politic and corporate under and by virtue of the act of the legislature of the State of New York for the incorporation of benevolent, charitable, scientific, and missionary societies, passed April 12, 1848, and the acts amendatory thereof, they do hereby, in compliance with said act, make, sign, and acknowledge this certificate in writing as follows, to wit:

First. The name and title by which such society shall be known in law is the "Albany Home School for the Oral Instruction of the Deaf."

Second. The business thereof shall be conducted in the city and county of Albany.

Third. The particular business and object thereof shall be to educate by means of speech and speech-reading, and to provide for the instruction and care of deaf-mutes.

Fourth. The trustees of such society shall be eight in number.

Fifth. The names of such trustees of such society for the first year of its existence as a corporation are as follows:

Charles R. Skinner, Thomas E. Benedict, Edward A. Groesbeck, Austin S. Kibbee, William H. McClure, William J. Milne, Arthur L. Andrews, Anna M. Black.

All of whom are residents of the State of New York.

In witness whereof they have hereunto set their hands and seals, at the city of Albany, this 21st day of January, 1891.

CHARLES R. SKINNER.	[L. s.]
THOMAS E. BENEDICT.	[L. s.]
EDWARD A. GROESBECK.	[L. s.]
WILLIAM H. McCLURE.	[L. s.]
WILLIAM J. MILNE.	[L. s.]
ARTHUR L. ANDREWS.	[L. s.]
ANNA M. BLACK.	[L. s.]
AUSTIN S. KIBBEE.	[L. s.]

STATE OF NEW YORK, }
City and County of Albany, } ss:

On this 21st day of January, 1891, before me, the subscriber, personally came Charles R. Skinner, Anna M. Black, Thomas E. Benedict, Edward A. Groesbeck, Austin S. Kibbee, William H. McClure, William J. Milne, and Arthur L. Andrews, to me known, and known to me to be the same persons named in and who executed the foregoing certificate, and severally acknowledged the execution thereof.

FRANK D. SHEA,
Notary Public, Rensselaer County.

Certificate filed in Albany Co., N. Y.

I, William L. Learned, a justice of the supreme court of the third judicial district, being the district in which the principal place of business of the within corporation is located, do hereby consent and approve of the filing of the within certificate, dated Albany, January 22, 1891.

Signed in duplicate.

W. L. LEARNED,
Justice Supreme Court, Third Jud. Dist.

Filed and received January 22, 1891, 2.50 P. M. Book —,
 page 22.

The following is an extract from the record of the action of the State Board of Charities :

“Whereas, Commissioner Van Antwerp, after a visit and careful examination of the institution, has reported in favor of such incorporation of the Albany Home School for the Oral Instruction of the Deaf on the merits: therefore,

“*Resolved*, That the requisite certificate be given, *nunc pro tunc*, approving the incorporation of said organization.”

LAWS OF NEW YORK.—BY AUTHORITY.

[Every law, unless a different time shall be prescribed therein, shall commence and take effect throughout the State on and not before the twentieth day after the day of its final passage, as certified by the Secretary of State. Sec. 12, title 4, chap. 7, part 1, Revised Statutes.]

CHAP. 36.

AN ACT to further amend an act entitled “An act to provide for the care and education of indigent deaf-mutes under the age of twelve years (chapter three hundred and twenty-five of the laws of eighteen hundred and sixty-three),” passed April twenty-nine, eighteen hundred and sixty-three.

APPROVED BY THE GOVERNOR February 18, 1892. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Section two of chapter three hundred and twenty-five of the laws of eighteen hundred and sixty-three, as heretofore amended, is hereby further amended so as to read as follows :

SEC. 2. Any parent, guardian, or friend of a deaf-mute child, within this State, over the age of five years and under the age of twelve years, may make application to the overseer of the poor of any town or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals, or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx Saint Mary's Institution for the Improved

Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or in any institution in the State, for the education of deaf-mutes, as to which the board of State charities shall have made and filed with the superintendent of public instruction a certificate to the effect that said institution has been duly organized and is prepared for the reception and instruction of such pupils.

SEC. 2. This act shall take effect immediately.

STATE OF NEW YORK, }
Office of the Secretary of State, } ss :

I have compared the preceding with the original law on file in this office, and do hereby certify that the same is a correct transcript therefrom and of the whole of said original law.

FRANK RICE,
Secretary of State.

Application.

To the Overseer of the Poor of the Town of
or any Supervisor of the County of

Application is hereby made by
father of [*deaf-mute*] who resides in
the town of county of
and State of New York, for the placing of said deaf-mute in
the ALBANY HOME SCHOOL FOR THE ORAL INSTRUCTION OF THE
DEAF; said deaf-mute being years of age, on the
day of 18 , and the reason of this
application is that the health, morals, and comfort of such
deaf-mute may be endangered or not properly cared for by an
omission to obtain such admission.

(Signature)

[AFFIDAVIT.]

STATE OF NEW YORK, }
County of } ss :

..... being duly sworn, says that
he resides in the town of in the county of
..... that he is the father of
who is a deaf-mute, and was years of age on the
day of 18 ; that said

..... (deaf-mute) resides with deponent in said city ; that the health, morals, and comfort of said (deaf-mute) are endangered, and he cannot be properly cared for in the place or situation he now is, and that it is desirable to place such deaf-mute in some institution in the State of New York where deaf-mutes are properly cared for, and as provided by law.

Sworn to before me this
day of 18 .

Certificate.

TO BE GRANTED BY SUPERVISOR OR OVERSEER TO BE SENT TO AN INSTITUTION.

STATE OF NEW YORK, }
County of } ss :

I have this day selected of the town of county of son of who was born on the day of 189 , as a county pupil in the Albany Home School for the Oral Instruction of the Deaf, for the term of from the day of 189 , to the day of 18 , (he then being 12 years of age), to be educated and supported therein during that period, at the expense of the county of in conformity with the provision of chapter 213, Laws of 1875 ; amending section two of chapter 325, Laws of 1863, as amended by chapter 180 of the Laws of 1870, and chapter 548 of the Laws of 1871.

.....
Overseer of the Poor of the Town of

.....
Supervisor of the County of

Dated 189 .

The annual session of the School begins the second week in September and closes the last of June.

Trustees and Officers of the School.

Board of Trustees.

EDWARD A. GROESBECK, - - - President.
WILLIAM J. MILNE, - - - Vice-President.
ARTHUR L. ANDREWS, - - Secretary and Treasurer.
THOMAS E. BENEDICT,
CHARLES R. SKINNER,
WILLIAM H. McCLURE,
AUSTIN S. KIBBEE,
ANNA M. BLACK.

Teachers and Other Officers.

MISS ANNA M. BLACK, - - Superintendent and Principal.
MISS BERTHA WILKES, }
MISS LAURA MUNSELL, } Members of the Training Class and
MISS FRANCES V. CLARK, } Assistant Teachers.
----- - - Housekeeper and Matron.

THE
Notre Dame Female School
FOR
The Deaf,
CINCINNATI, OHIO,
1890-1893.



BY SISTER M. OF THE S. HEART, S. N. D.
Principal of the School.

NOTRE DAME FEMALE SCHOOL FOR THE DEAF.

ABOUT twelve years ago several Catholic adult deaf-mutes from different institutes applied to us for religious instruction. This was given at first by means of writing and the manual alphabet. However, finding this method insufficient to accomplish the desired object, namely, the thorough instruction in Christian doctrine, we studied the English order of signs, which we have continued to use with persons who have been educated by the manual method.

In 1890, at the earnest request of Archbishop Elder and some of the reverend clergy, we opened a gratuitous day-school for female deaf children in which the oral method is pursued as much as possible. The branches taught are language, composition, history, geography, arithmetic, penmanship, drawing, and needlework. The number of pupils attending at present is twelve. This School is connected with the Academy of the Convent of Notre Dame on Sixth street.

The Deaf-Mute Institution of the
Holy Rosary,

CHINCHUBA, LOUISIANA,

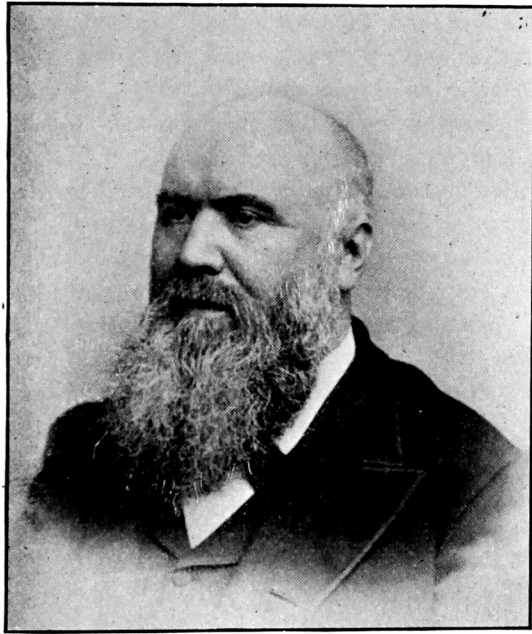
1890-1893.



BY THE VERY REVEREND
CANON H. C. MIGNOT,
President of the Institution.

THE DEAF-MUTE INSTITUTION OF THE HOLY ROSARY.

THE Deaf-Mute Institution of Rosary Solitude is beautifully situated in one of the healthiest localities of Louisiana, in a pretty rural district called Chinchuba, county of St. Tammany. It is about thirty miles northeast from New Orleans, and occupies a beautiful site in the heart of the "Piney Woods," which rank among the healthiest in the South, is favored with rich productive soil, surrounded with magnificent



THE VERY REVEREND CANON H. C. MIGNOT.

woods and glades that abound in mineral springs, which have been utilized through artesian bores, that yield sixty or eighty gallons a minute.

This house of charity is the first Catholic institution of its kind in the South, and by its erection a long-felt want has been supplied, and the hearts of Catholic parents, who heretofore were either obliged to keep their poor unfortunate little

ones at home and let them grow up in ignorance, or else send them to an institution in which they receive no knowledge of our holy faith, were gladdened, as now an opportunity was afforded them to give their deaf-mute children a religious education as well as their speaking and hearing children.

The founder of this valuable Institution is the Very Rev. Canon Mignot, who with untiring zeal devotes a large portion of his time as well as his means to the service of this afflicted portion of Christ's suffering poor. With the approval, blessing, and hearty co-operation of His Grace, Most Rev. F. Janssens, Archbishop of New Orleans, the Institution was opened for the reception of pupils on the the 1st of October, 1890, in the building hitherto known as "Kildara House" at Chinchuba, and the management thereof confided to the Dominican nuns, who since 1846 have conducted some of the ablest institutions of the kind in Europe and Australia, and who thus brought to their work not alone knowledge as teachers, but also technical experience that only constant intercourse with deaf-mutes can ensure.

The secular system of instruction adopted by the nuns conforms to that employed by the leading institutions of America. It imparts a thorough knowledge of language, while it avoids all abstruse, complicated forms that serve only to embarrass deaf-mute students and to retard the progress they are required to make in each grade or class.

The domestic industrial arts and trades which form the circle of duties marked out for men and women of the world have their place in the curriculum drawn up for Chinchuba, and in due time the Institution, which is as yet in its infancy, will also have a bakery, shoe- and tailor-shop, printing and other work-rooms, where those branches can be studied with much profit and success.

Religious instruction and moral training form the most important and difficult parts of the deaf-mutes' education, yet it is the accomplishment of these grand ends the nuns purpose to attain in the work of charity God has committed to their care. The Catholic religion alone is taught, but all sects are received and their religious opinions respected.

The original building of the Institution soon became too small to accommodate both the boys and girls, and therefore a new structure was erected at a little distance from the old house, and 27 children—15 boys and 12 girls—are at present

lodged and provided for under the sheltering roof of Rosary Solitude. Improvements are still being made. Girls of all ages are admitted and boys under the age of fifteen years. Pupils receive board and tuition free of charge, and the most advanced and perfected methods are resorted to for their instruction. The "Audigène," invented by Monsignor Verrier in France, as applied at Chinchuba, has, so far, yielded most encouraging results. Its reputation is now firmly established in France, where it has not only lent a most valuable assistance to the oral method, but has also, in some cases, proved a curative agent.

Since last September the sisters of Notre Dame have taken charge of the Institution and have been very successful in their endeavors. They not only teach religion and bring up the children confided to their care in good morals, but also give them a thorough education in teaching them a trade so they may be able to become good and useful citizens.

The Warren Articulation School,

THE DELAWARE,

243 WEST 21ST STREET, NEW YORK, N. Y.

1890-1893.

BY LILLIE EGINTON WARREN,

Principal of the School.

THE WARREN ARTICULATION SCHOOL.

THE Warren Articulation School was opened in October, 1890. It grew out of an increased number of private pupils under Miss Warren. The aim of the School is to develop the voice and give as exact articulation as possible. Children are admitted at the age of three years and even younger. Lessons of half an hour daily or every other day are given first, and the time is gradually lengthened.

Six pupils form a morning class, with a session of three hours, from 9.30 to 12.30. Each pupil receives as much individual attention as would be given by a visiting governess, while the presence of other scholars imparts a wholesome stimulus, in no other way obtainable. All the pupils have special vocal and articulative exercises daily to give inflexions to the voice and ease of movement to the organs of speech. The effort is made to forget the pupils are deaf, with the view of making them appear as much as possible like hearing children.

All the work of the School is based on Bell's Visible Speech. The symbols are used with the pupil from the first; as soon as possible the ordinary letters are introduced, and the symbols employed solely for correcting the articulation and for vocal exercises. The manual alphabet is not used.

Private instruction is given to adults who have become more or less deaf, and to hearing adults and children who stammer, stutter, lisp, nasalize, or possess other defects in speech.

Aural instruction receives attention in this School, efforts being made first with whistles, bells, the clapping of hands, and other noises. The following report of cases to June, 1892, is taken from an article in the *New York Medical Record*, October 22, 1892. During the year 1892-'3 the same aural drill is continued, with pleasing results.

CASE I.—A boy who, at four years of age, after continued efforts to call his attention to sounds, began to notice the clapping of hands, whistling, and a trumpet. At the end of seven months' daily drill he hears a bell, the hand-organ, a canary's song, and the barking of a dog.

He evinces much pleasure at singing when near, and turns quickly at the sound of a whistle in an adjoining room, behind closed doors. He can repeat readily a number of words when spoken near either ear, or at a distance of a few inches in loud or low voice. Some of the words have breath sounds, as *papa*, *ship*, *whip*, *shoe*, *flower*, and *up*.

CASE II.—A girl, ten years of age. She had no perception of sound until last December. At the end of five months she can hear and repeat a number of words; she can distinguish and give high and low notes very well. When standing outside of a room with doors closed, she can tell when the piano accompanies singing and when the instrument only is heard.

CASE III.—A girl, four years of age. Last October, when I saw her first, she noticed the ticking of a watch and heard the music-box and whistle. She made no attempt to repeat the sound of the voice, and could not locate noises. At the end of six months' instruction she can determine the source of sounds, and has learned people and objects have names. She can repeat readily and distinctly a number of words when spoken a short distance from her ears, as *boy*, *sew*, *ball*, *bell*, *doll*, and *mouth*. She has learned to repeat a little sentence, as "I see baby."

CASE IV.—A boy, ten years of age. When three years old, after continued practice, he could repeat a few words heard through a double speaking-tube. At five years he could distinguish about thirty words, if spoken slowly and very distinctly, but he became confused if two or more were repeated making a sentence. When nearly ten his hearing of speech had not improved to any extent, but he would turn quickly at the sound of whistles and bells. After the past seven months' careful work, he can recognize familiar words when spoken at a distance of six feet, and begins to notice what people say in the horse-car and other places. He understands and answers questions spoken some inches from his ear, and in his reading-lesson his pronunciation can be corrected through his hearing alone.

CASE V.—A girl, five years of age. When four she was considered wholly deaf. As her parents live a long distance from the city, her instruction has been carried on for a few months only at a time; enough has been gained, however, for home training to be possible. The child awoke gradually to an enjoyment of many sounds. Within fourteen months of her first lesson she has acquired quite a vocabulary, and has learned a number of sentences. She expresses herself by these words at all times, and uses the sentences properly. She has begun to answer questions, having at first merely repeated them.

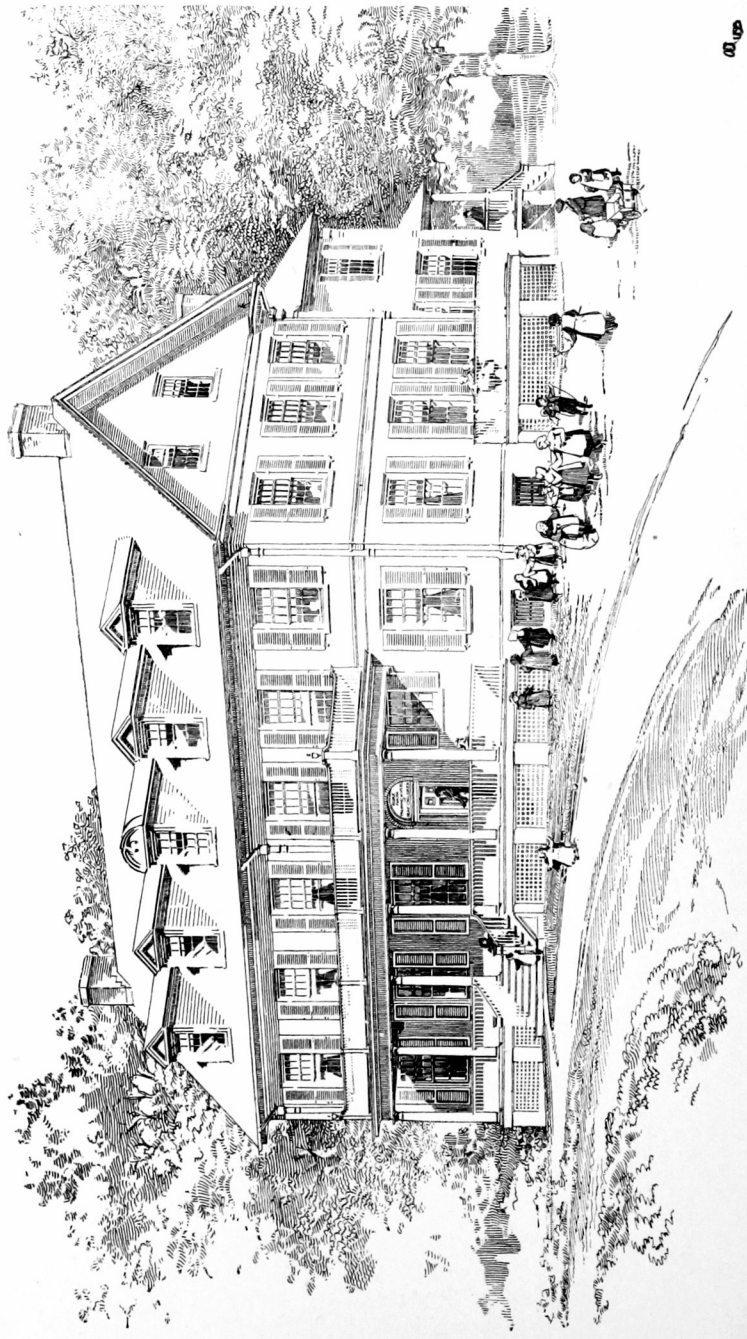
It will be seen from the above that various noises are recognized and enjoyed before the human voice is noticed; the power to determine the source of these sounds grows by constant practice: words are heard for a while when spoken near the ear, their familiarity admitting of longer distance later; a memorizing of these words finally takes place; and even after they are first heard and repeated there is still a noticeable slowness, which is overcome gradually. How gradually can be appreciated by those only who have daily led the pupil step by step, against his will, through the early difficulties of learning to listen.

Principal.

MISS LILLIE EGINTON WARREN.

Teachers.

MISS ELIZABETH VAN INGEN, MISS BERTHA CARPENTER,
MISS ELIZABETH L. HOLMES.



HOME FOR THE TRAINING IN SPEECH OF DEAF CHILDREN BEFORE THEY ARE OF SCHOOL AGE.

The Home for the Training in
Speech of Deaf Children before
they are of School Age,

PHILADELPHIA, PENNSYLVANIA,

1892-1893.



BY MARY S. AND EMMA GARRETT,

Secretary and Principal of the Home.

THE HOME FOR THE TRAINING IN SPEECH OF DEAF CHILDREN BEFORE THEY ARE OF SCHOOL AGE.

IN May, 1891, Senator J. B. Showalter, at the request of Miss Emma Garrett, then principal of the Pennsylvania Oral School for the Deaf at Scranton, introduced a bill into the Pennsylvania legislature asking for an appropriation of \$15,000 for the building of a "Home for the training in speech of deaf children before they are of school age." Dr. Thomas May Pierce, of the Business College of Philadelphia, had strongly urged this as the best way of obtaining the pecuniary support Miss



MISS EMMA GARRETT.

Garrett desired. The bill received hearty support from all over the State, and was passed. The sum being found insufficient to purchase desirable land, some delays occurred. Finally, Col. Joseph M. Bennett generously presented the Commission, consisting of Governor Pattison, Lieut.-Governor Watres, Auditor-General Gregg, S. Edwin Megargee, and

Mary S. Garrett, with a valuable tract on Belmont and Monument avenues, just beyond the Philadelphia Park, where a fine building on the cottage plan is in process of erection.

A number of little ones were awaiting admission into the "Home," and Col. Bennett loaned the old buildings of the Methodist Orphanage as temporary quarters. The work of the "Home" began there on February 1, 1892, and has been carried on with great success with funds raised by the Misses Garrett.

The enterprise has been aided in various ways by the State Board of Charities, the management of the Pennsylvania Oral School for the Deaf at Scranton, and the Western Pennsylvania Institution for the Deaf at Pittsburg, Mr. Talcott Williams, of the *Philadelphia Press*, the *Times*, *Ledger*, *Record*, *Telegraph*, and *Star*, the *Scranton Truth*, and the *Pittsburg Times*.



MISS MARY S. GARRETT.

Mr. Wm. L. Baily, of Baily & Truscott, the architects of the new building, collected \$2,750 for the building fund in the following sums:

Charles C. Harrison	\$250	Joseph M. Bennett.....	\$250
Edward Williams.....	250	Cash	250
John H. Converse.....	250	James Whitall.....	100
William P. Henszey.....	250	Samuel Jeanes	250

Anna Jeanes.....	\$250	Chas. Dissel.....	\$100
Joseph Jeanes.....	250	Joshua L. Baily.....	100
Mrs. A. P. Henszey	100	Sarah Lloyd.....	100

which, added to \$450 collected by Mary S. Garrett—from Alexander Brown, \$250; J. S. J., \$50; George C. Thomas, \$100; Mr. and Mrs. E. W. Clark, \$50—make an addition of \$3,200 to the building fund.

Other contributions have been made, as follows:

Mrs. Theodore Wiener....	\$5 00	Mrs. Ringgold	\$1 00
Mrs. Eliza Monroe.....	5 00	Mrs. W. J. Swain.....	1 00
Miss Annie Bloomer.....	5 00	Mrs. Audenried.....	5 00
Mrs. Engle	1 00	Mrs. W. H. Barnes.....	5 00
Robert L. Foering.....	5 00	Miss Fitler.....	1 00
*Gen. John Patton.....	100 00	Mrs. Susan G. S. Win-	
Horace R. Moorhead.....	100 00	penny.....	5 00
Charles J. Clarke.....	100 00	Jas. E. Cardwell.....	5 00
James P. Hanna.....	50 00	Mrs. Rachel Foster Avery	5 00
John M. Leishman.....	20 00	Miss Josephine Gillespie.	1 00
C. L. Magee.....	10 00	B. Frank Compton.....	1 00
Hon. John Dalzell.....	10 00	Mrs. A. G. Cooke.....	1 00
Chas. Lockhart.....	50 00	Mrs. A. B. Massey (an-	
Mrs. Wm. Thaw, Jr.....	10 00	nual).....	5 00
Campbell B. Herron.....	50 00	Mrs. G. M. Troutman.....	5 00
Mrs. Edwin Wright.....	10 00	Mrs. G. W. Banks.....	10 00
D. P. Reighard.....	10 00	Howard Watkin.....	50 00
John E. Riddall.....	5 00	J. Lewis Crozer.....	50 00
S. Hamilton.....	25 00	Mrs. Mary S. Crozer (an-	
Wm. Appleby.....	25 00	nual).....	10 00
Mrs. D. B. Moulton.....	5 00	John E. Kuhn	50 00
Mrs. E. M. Gillespie.....	10 00	L. W. Bellak.....	5 00
Mrs. F. F. M. Magee.....	10 00	Hugh Shaw.....	25 00
Mrs. G. W. Elkins.....	5 00	D. R. Esrey.....	25 00
Mrs. J. H. McKelvey.....	5 00	J. N. Trainer.....	25 00
J. F. Denniston.....	5 00	Wm. Hill.....	5 00
Mrs. Wm. McConway.....	25 00	Mrs. Dr. Preston.....	5 00
Mrs. E. M. Bigelow.....	10 00	Mrs. E. McKnight.....	1 00
Mrs. D. C. Phillips.....	15 00	Mrs. Wm. Thaw.....	250 00
E. S. Scranton (R. G.		Rev. W. J. Holland, Ph.	
Dun & Co)....	2 5 00	D., D. D.....	100 00
T. A. Poth Brewing Co..	10 00	Miss Mary Appleby.....	5 00
Bergner & Engel Brewing		Adams Express Co.....	5 00
Co.....	10 00	Cash	5 00
A. C. Yates & Co.....	10 00	Mrs. Jos. Sharpe.....	10 00
J. Albert Caldwell.....	10 00	Luther S. Bent (annual).	50 00
Darlington & Runk.....	10 00	Mrs. S. M. Felton(annual)	10 00
Strawbridge & Clothier..	10 00	Miss Annie Felton (an-	
Jas. W. Cook.....	1 00	nual)	10 00
Mrs. Wm. B. Bement.....	5 00	Mrs. Thos. I. Leiper.....	5 00
Mrs. C. H. Graham	5 00	Cash	10 00
Mrs. W. V. McGrath.....	5 00	Dr. H. C. Herring.....	60 00
Mrs. E. B. Taylor.....	5 00	Thos. Robb, Treas. Phila-	
Mrs. Howson.....	1 00	delphia Charity Ball....	2, 100 00
Mrs. C. S. Bement.....	3 00	Richards & Shourds	10 00
M. B. Chadwick.....	1 00	T. S. Johnson	10 00
Mrs. Anna W. Longstreth	25 00	Mrs. R. G. Stotesbury	1 00
John O. Deshong, Jr.....	25 00	M. P. Chambers.....	1 00
George F. Messick.....	10 00	Henry Belin, Jr. (annual).	25 00
Mrs. E. A. Fizaniere.....	1 00	Baldwin Locomotive W'ks	50 00
Mrs. J. W. Sagers.....	3 00	Matsinger Brothers, fire-	
Mrs. Alex. Brown.....	10 00	escape	59 75
Mrs. C. G. Taitt.....	10 00	John Wanamaker.....	25 00

6 *Pennsylvania Home for Training in Speech.*

Miss Jeanie Lippitt.....	\$20 00	H. E. Messner.....	\$5 00
Clement M. Biddle.....	15 75	Mrs. M. Rumble.....	2 00
Dr. H. C. Herring.....	60 00	Dr. H. C. Herring.....	60 00
Mrs. David Williams.....	5 00	Mrs. Anna M. Powers.....	50 00
Baldwin Locomotive W'ks	25 00	Mrs. Wm. T. Smith.....	50 00
Holy Trinity P. E. Church	100 00	E. A. Sibley.....	100 00
Luther S. Bent.....	100 00	Mrs. Knipe	1 00
Mary S. Bent	25 00	Cash	2 00
Miss Annie M. Felton.....	20 00	John F. Heilman.....	50 00
A Friend.....	10 00	Mrs. J. Lewis Crozer.....	5 00
David Williams.....	10 00	Mrs. R. G. Stotesbury....	1 00
Mrs. Harriet B. Fox	5 00	F. K. Hipple.....	10 00
Dr. Harrison Allen.....	5 00	Samuel Jeanes.	20 00
C. J. Leidy.....	1 00	Miss L. S. Pechin.....	5 00
Mrs. Chas. G. Sower.....	5 00	Mr. and Mrs. George B.	
George Wood.....	5 00	Roberts.....	20 00
Mrs. J. O. Foering	5 00	Dr. H. C. Herring	25 00
Miss M. W. Lippincott....	2 00	Mrs. Elizabeth A. Farnum	100 00
Mrs. L. R. Page.....	5 00	F. K. Hipple.....	100 00
Mrs. Chas. Richardson....	2 00	"Semper Idem Society".	5 00
H. E. Messner.....	5 00	Mrs. Jas. W. Barker	2 00
J. E. Carson	240 00	Mrs. Jno. O. Foering	10 00
Mrs. Thos. A. Scott	10 00	Friendly Hands Society of	
F. G. G.....	5 00	King's Daughters.....	6 00
Mrs. Tyson and Mrs. Dr.		John Baird.	50 00
Preston (afternoon tea)	40 00	Samuel Jeanes	50 00
Mrs. Wm. Gore	10 00	Major Luther S. Bent.....	50 00
Mrs. Wm. T. Harris	10 00	Mrs. Eben C. Barker.....	5 00
M. Carey Lea	50 00	Musical Tea at Stratford.	166 60
Geo. D. McCreary.	25 00	Miss M. B. Shaw (for two	
John F. Heilman	60 00	years) ..	5 00

The following sums were collected at Atlantic City, N. J.:

R. L. Davis	\$10 00	Guests of Carisbrooke Inn	
Guests of the Dennis, in-		(Ventnor, N. J.).....	\$32 00
cluding \$5 from Anne		Guests of Windsor.....	10 43
Roberts.....	13 00	Guests of Shelburne.....	11 00
Mrs. Helmsley	10 00	Misses E. S. and E. Cad-	
Guests of Chalfonte.....	18 00	bury.....	3 00
Guests of Seaside and pro-		Miss Sue Shipley.....	1 00
prietor.....	27 00	Miss Elizabeth Winn.....	1 00
Haddon Hall and guests..	22 00	Mr. — Leary.....	1 00
Proprietor of Traymore...	20 00		\$179 43

In the first report of the Home, published in 1892, the managers speak as follows of the principal:

Miss Emma Garret, the principal and founder of the Home, comes to this work with a ripe experience. In the winter of 1877-'78 she studied in the School of Vocal Physiology in Boston (then one of the schools of the Boston University), under Professor A. Graham Bell, the mechanism of speech and the teaching of speech to the deaf, and graduated No. 1 in a class of twenty-one. She has ever since been laboring to have all deaf children given the opportunity to learn speech and lip-reading. In 1882 she read a paper before a convention of teachers of the deaf, held at Jacksonville, Ill., entitled "A Plea that the Deaf of America be Taught to Use Their Voices."

In September, 1878, she went to the Pennsylvania Institution for the Deaf and Dumb at Philadelphia, to teach articulation as it was then taught there—a daily half-hour drill to selected pupils, who received all

their education through the manual alphabet and signs. In 1881, in response to her urgent requests, aided by encouraging words from Mr. Charles C. Harrison, then one of the directors of that Institution, she was permitted to take charge of a branch for oral instruction where the pupils should be educated entirely through the acquired speech and lip-reading. She began in two rooms at Seventeenth and Chestnut streets with eighteen pupils, and in two and a half years had gathered seventy-six, the school being meanwhile transferred to a house at Eleventh and Clinton streets, Philadelphia. In her report for March, 1882, Miss Garrett earnestly requested that all new pupils taken into the Institution should be taught by the oral method. In 1884, at the request of Mr. Henry Belin, Jr., Judge Hand, and other philanthropic men of Scranton, who were anxious to provide an education for the large proportion of deaf in that locality, Miss Emma Garrett went to Scranton to establish the Pennsylvania Oral School for the Deaf. She remained principal of the Institution for seven years, until 1891, during which time, the building provided by the State being filled to overflowing, a second building was made necessary, and is now being erected.

In 1889 this school received a medal from the Paris Exposition. In 1890 Miss Garrett visited the oral schools for the deaf in seven countries of Europe. In 1891 she, with great regret, resigned her position at Scranton to found the present Home, feeling that to be her next duty.

By the intelligent co-operation of our two assistants, Miss Anna C. Reinhardt and Miss Elizabeth I. Fowler (who were trained by ourselves), and by the support of the Board of Directors, the first year of the work in our Home has been little short of ideal. We shall enter our comfortable new building, surrounded with fine old trees, in the summer of 1893. It is very near our present temporary quarters, but "every building clothes itself with the poetry of human life, bringing into visibility different human relations," and our thoughts will often revert to the happy year spent here.

We began work in temporary quarters on Monument avenue, near Ford road, Philadelphia, February 1, 1892, and had fifteen little ones within a week after. We have since had an average attendance of eighteen pupils.

The most advanced pupils entered at varying times between February 1 and April 25. They were all either born deaf or lost hearing before acquiring speech; therefore, they represent the most afflicted class of the deaf.

I can only say of these pupils that many of them are now chatterboxes—not perfect in speech yet, but they give spontaneous expression in speech to most of their childish emotions. They speak hundreds of words, and understand many more on the lips. Their lip-reading is so true that they very readily learn a new word. They are always addressed in rapid

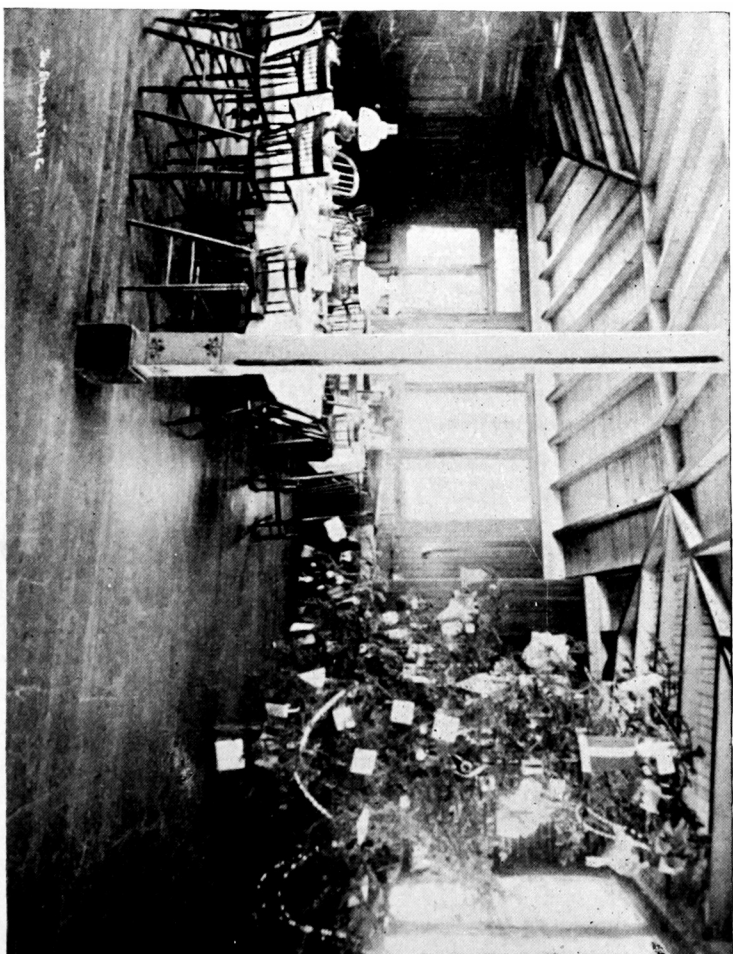
speech, and therefore read the lips quickly when spoken to naturally and in language within their vocabulary.

From the time we bid them "Good morning," when they knock at our doors as they pass our rooms, until the "Good night" before going to bed, they are constantly being talked to as hearing children are. At breakfast they ask, "Give me some oatmeal, or biscuit, milk, sugar, butter, bread, potato, mush, orange," or whatever there may be for that meal, and understand when asked to pass any of these articles to the person named, and when they are to thank and when to be thanked. A little girl, who came to us in a very delicate condition, is given cream, and they understand it is "because Frederika is thin," and that we want to make her fat. They understand the difference between *some* and *a* or *an*—for example, *some* potato, *a* potato. They know the name of everything pertaining to the table furniture—table, table-cloth, napkin, bib, tray, knife, fork, spoon (large and small).

They have been taught to eat as people in our best circles do, and it has become a habit with them. They would understand if asked to "change seats" with any one at the table. If we omit to help them, they remind us, "You forgot," etc., and look for the "I'm sorry" in reply. They understand when asked if they like certain articles of food, though we try to train them to eat all good things in moderation. They converse in their childish way at the table with each other; occasionally, when a little teasing is going on, we hear the cry, "Stop!" This is not very frequent, however, as they are taught to be loving and considerate of others.

They understand when told to put on their hats, coats, and overshoes to go out at what we call "physical-exercise periods." They understand the direction to walk, walk softly, slowly, fast.

They use their speech to each other as far as it goes, and occasionally electrify us by such directions to each other as "Wipe your nose." They say, "Be careful," "After while," "Never mind," etc. A teacher asked a little girl, who was spreading her bread with some difficulty, to pass her the bread; she replied, "After while." She did not mean to be rude, but she had noticed that when her teacher was engaged she had promised to give attention to certain things "After a while," and she only meant she would pass the bread as soon as she was through the work in hand—viz., spreading her bread. Very recently their attention was directed to the difference



between youth and old age, and an attendant, coming to the table after a little unusual exertion, laid her hand on the table, and the child next to her observed it tremble, and cried out in natural intonation, "Oh my, grandmother!"

We allow our children to talk naturally, abbreviating occasionally as cultured people do. A little five-year-old boy, who performs some curious and original acrobatic feats, has been called "funny," and, when asked what he is, he replies, "I'm a funny boy." A little five-year-old girl, who began to speak last March, when asked, "What are you?" replies, "I'm a sweet girl;" and to the question, "Who gave you your ring?" "My brother Willie," and to "Do you love Willie?" "Yes." Another when told, "Show me your golden hair," responds by turning his little head on one side to let the light fall on it.

Our children are in their "Training Nursery" five hours each day. At breakfast, dinner, and supper (occupying about two hours more) they have with them to assist them to speak and teach them correct table manners, etc., the principal, teachers, and attendants. Their food (not drink, as tea and coffee are not given them) is nearly always the same as that of grown persons, differing usually only in amount. Our bill of fare is simple, but we have had remarkable immunity from illness. We have meat but once a day, as a usual thing. Deserts are usually farinaceous, varied with fruit. Pie does not enter into the bill of fare. Children are guarded against kindly but injudicious feeding by guests. All packages of "good things" are gratefully received, and given to the little ones at the proper time and in safe amounts.

Periods in the Training Nursery are from half an hour to one hour and a quarter in length. Pupils go from Training-Nursery teachers to other teachers for their physical exercise, bathing, etc., under the direction of the principal. All are from Pennsylvania, except two from the South. The Pennsylvania pupils do not go to their homes until the habit of speech is fixed, but their parents are allowed to visit them at any time. Children out of the State are pay pupils, and are allowed to go home at Christmas. The mother of one of these cheers our hearts by writing: "My little girl makes no signs." She also says: "I am much pleased. A friend came in whose name is Harvey; I told her his name, and we were surprised to hear her repeat it so distinctly; her first attempt at other new words surprised and pleased me." This little girl has only been under instruction six months, and, as she was five



The Broomfield Family

Ed. J. Broomfield

years old on entering, we had, therefore, to discourage the signs that had been made to her for years.

Some of our little ones who were taken to the Zoölogical Gardens will say in response to the question, "What did you see at the Zoo?" "I saw a lion, camel, rhinoceros, elephant, fox, many monkeys, many birds," etc. Before being taken there they were shown good pictures of animals, among these a panther and giraffe, and when asked if they had seen the last two at the Zoo, they responded in rather an injured manner, "No panther," "No giraffe," as though all shown in their pictures *should have been* "at the Zoo."

We are in the country district of Philadelphia, and near us are fields and other rural surroundings, thus giving us an opportunity to teach them about country objects and the language of them, and yet we are only fifteen minutes from Broad street Station, Philadelphia, to our railway station, Bala, Schuylkill Div. P. R.R. We take the children to Bala to see real locomotives (which word they speak quite well), cars, etc., and in on the train with us to Philadelphia. On the way we cross the Schuylkill river, and, having been taught the name on these trips, they always shout "River!" when we reach it.

They were all taken to Atlantic City last summer for a ten days' stay, and learned the names of the principal things there—ocean, sand, shells—and learned, by tasting, that the water of the ocean is salt. We told them that we called the "large water" *ocean*, and tried to keep it in their memory on our return by showing them as good pictures of it as we could obtain. A dear little cripple at the seashore, who had been intently watching us with our little ones, heard some one say, "How do you suppose they get those deaf children to talk?" He replied, "Why, don't you see? They talk to them all the time; that's the way they learn to talk." This sweet child had solved the *simple* problem which seems *so* difficult for many of his elders to understand.

Even some teachers of the deaf seem prone to strew the pathway of the deaf with unnecessary obstacles, with the hope that they will be helps to the acquisition of speech, when the secret of the whole work is *imitation*. We address speech to the deaf child's eye, in language suited to its understanding, where the mother of the hearing child addresses her child's ear.

If a mother talked to a deaf infant from birth, it would feel the necessary vibration for speech on her breast, throat, etc.;

but as mothers stop talking to their deaf infants as soon as they learn they are deaf, they unconsciously do the worst thing—viz., stop letting them see speech and feel it on chest, throat, etc. We have to make up for this by letting our little pupils feel vibration of words for a short time in the beginning of our work, but depend principally on sight rather than feeling.

A communication, expressing our views of the simplicity of our work, appeared in the February (1892) number of the *Silent Educator*. It was an extract from the letter of an English lady who was born deaf, and who had been taught to speak, and who has, as she says, “never met a deaf person in all these years.” She says she could understand well what A—— (probably her teacher) said at seven years, and that in their walks they both chatted the whole time. She says A—— sent her the first ten numbers of the *Silent Educator*. After some good words for that journal, and reference to an American convention of teachers of the deaf, she adds: “But one thing struck me—that perhaps teachers make rather too much ado about this or that method of teaching, instead of treating the children as much like *hearing* children as possible. I may be quite wrong, but that is the impression the articles and questions about teaching made on me. As far as I remember, I have always been treated as nearly like a hearing person as possible, with the result that now I very soon forget that there is a difference.”

Apropos of this deaf English lady's congratulation upon her good fortune in being always associated with hearing people, we may refer to an article, entitled “An Interesting Pupil,” in the April (1884) number of the *American Annals of the Deaf*, in which Miss Emma Garrett made the statement that her “ideal education for a deaf child was that he should never see another deaf child.” She taught this “Interesting Pupil” eight months, and then went to Scranton to establish the Pennsylvania Oral School for the Deaf. Miss Mary S. Garrett has carried on his education for the past eight years, and his attainments are little short of marvellous. By *constantly* surrounding our little ones with speech in our present “Home,” we approximate very closely to the “ideal” referred to.

We have no wall-slates or black-boards in our Training Nursery. Mothers teach their hearing infants to understand spoken language before they understand written speech, and we follow the same natural plan. When we began work here

we decided to receive pupils from two to eight years of age, and give them a six years' course. Little ones entered from two and a half to six years of age, the majority being nearer the maximum age. We of course prefer the minimum age of two years—teaching them, as nearly as possible for us, to speak at the time at which hearing children learn to talk. As some who entered were several years past the “natural age” to learn to talk, we of course consider them the same as infants in speech, and shall give them the benefit of our “six years' course.”

As some were past our minimum age, we are teaching them to write, but without attaching any meaning to it until they know how to talk, as the hearing infant is quite proficient in speech before learning to write. We have devoted but one short period a day, from 4 to 4.30 P. M., to this writing lesson, but the tots have made surprising progress in writing, and when we are ready to attach meaning to the writing the difficulties of penmanship will be over for them. If most of our pupils had entered at our minimum age—two years—the matter of writing would not have received any consideration until such time as hearing children learn to write.

Our little ones are taught to speak by the word method. In Miss Emma Garrett's first work in teaching deaf children of *school* age to talk, in 1878, she used the single-element method for one year in deference to those who had been longer in the work; but it seemed to her unnatural, and she gave it up after a year's trial. Hearing later of great results being attained in Italy by the syllabic method, she prepared a drill for that method, and tried it a short time; but for about nine years she has in her own teaching used the word method, which, properly applied, results in better lip-reading and speech. At a public exhibition, four months after we opened the “Home,” one of the pupils pointed out forty-six objects in one minute from his teacher's lips.

Our children show the parts of the body, including such words as cheek, chin, forehead, eyebrow, eyelashes, shoulder, elbow, back, heart, stomach, ankle, muscle, fat, bone, etc. They apply this knowledge, understanding a reference to a toothache, fat boy, thin boy, and speak of bone in fish and meat. They also show the same love of imagination that hearing children do. A little girl, who entered speechless April 25, 1892, remarked, while looking at a picture of a girl feeding chickens, “The chickens can't say Thank you.” She also said,

when her teacher pretended to hug her doll, "Oh, be careful!" A little boy, while playing with a stuffed printed-cloth cat, said, "The cat is not very well." A little girl, playing with her doll the other day, said, "My doll has the backache." Another child saw that on laying her doll down the eyes closed, and she fairly shouted, "My doll is asleep." They tell us their dolls have blue or brown eyes, fat cheeks, the color of their dresses, etc.

One morning, when a little boy had forgotten to knock at a teacher's door on his way down stairs to bid her "Good morning," as was his custom, he said to her at the breakfast-table, "I forgot to knock at the door." Our three-year-old girl did something rather cute a day or two ago, and the same boy said, "Laura is a funny baby."

The children understand laughing, smiling, crying, pouting, and many verbs. I have heard a child say, "Oh, look! blue flowers on the table!" "Look at the sun on the floor." They understand a direction like "Put the ball on the floor near the wardrobe;" "Give the apple to —;" "Show me the man feeding the chickens," etc. (in a picture); "Show me the girls carrying the books;" "Show me a boy with an umbrella;" "Drink your milk;" "Wash your hands," etc.

For many years we have labored to induce parents to do in their own homes just what we are doing for the young deaf children under our care, but experience shows us that the cases are rare where they accomplish anything.

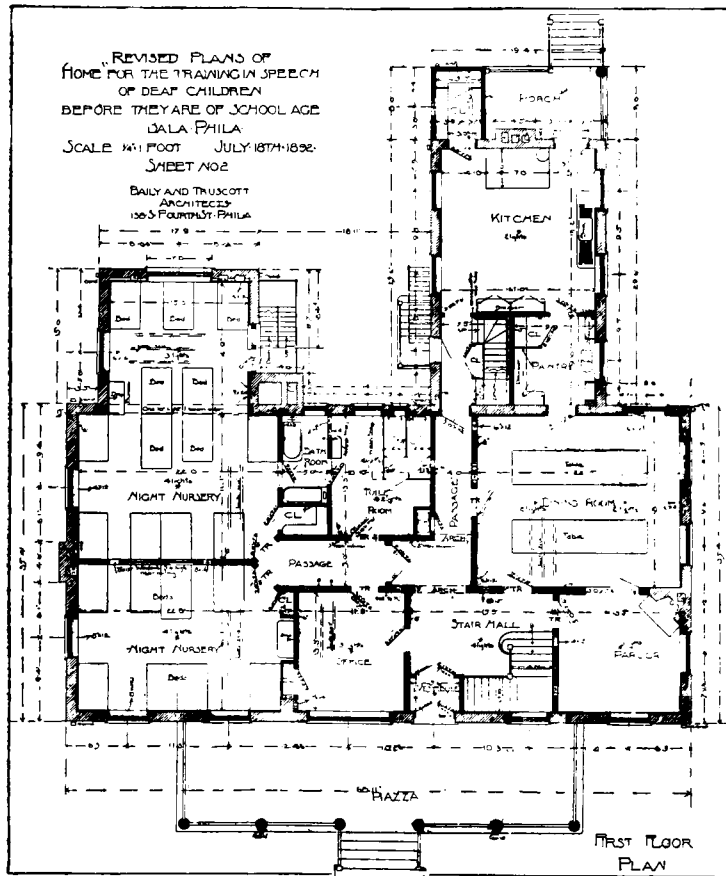
Wide circulation was given to a paper written by Miss Mary S. Garrett, in 1886, entitled "Directions to Parents of Deaf Children for their Treatment from Infancy, in order that they may learn Speech and Lip-Reading." This paper was clearly presented, and ought to have aided parents if anything could. It was read before the Medical Society of Pennsylvania, reprinted in the *Medical and Surgical Reporter*, Philadelphia, by request, and, later, by the Volta Bureau, Washington, D. C.

Finally it was decided to establish a Home where we could do it all for them. That the success of the work may be shown where it will be as helpful as possible we have been awarded space in the fascinating Children's Building at Chicago, where we shall transport the work of our Training Nursery next summer.

On the recommendation of Gov. Pattison, Lieut.-Gov. Watres, and Executive Com. Farquhar, the State Commission

have appropriated money for the purpose, and the Auxiliary Committee of the Woman's Board of the World's Fair Managers of the city and county of Philadelphia have appropriated money to furnish space.

The new building on Belmont avenue, corner of Monument avenue, represented by the accompanying drawings, is now in progress and is to be completed by the first of June, 1893. A second cottage is also in contemplation.

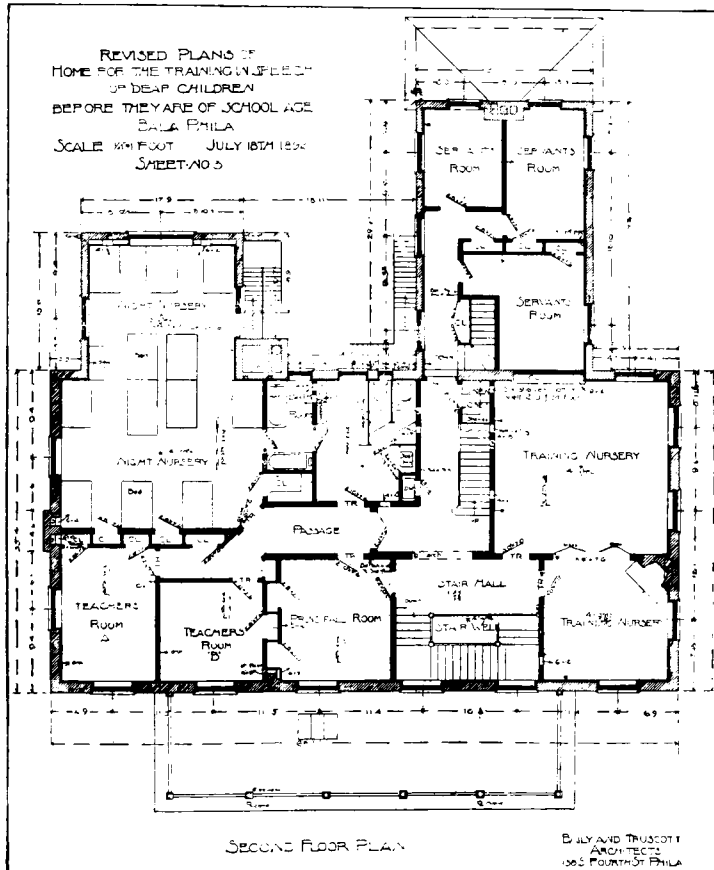


The building is arranged with regard to the points of the compass, so that all the rooms, including living-rooms, training and night nurseries, teacher's apartments, kitchen, servant's rooms and porches, will receive the proper amount of ventilation, sunlight, and shade; the training nurseries and play-rooms occupying the best positions, at the southeast end.

The halls are wide and light, the stairs easy for children to climb, and the most careful arrangement has been made for escape from any part of the building in case of fire.

The sleeping nurseries for two-thirds of the children are on the first floor, with direct communication with the fire-escape.

The kitchen is in a separate wing, well lighted and ventilated, and a laundry of the same size is provided beneath.



A large provision cellar, coal-bins, and boiler-rooms are in the basement, which is high, light, and dry. No play-rooms, dining-rooms, or other living-rooms are below the first floor, which is high above the ground, the latter sloping away in every direction from the building.

Sick-rooms are provided in the third floor, with dumb-waiter service and fire-escape.

On the same floor, entirely separated from and at the oppo-

site end of the building, are the play-rooms or day nurseries and additional teachers' and servants' rooms.

The building will be heated by steam, indirect method, the radiators being all placed in the basement.

A safety sectional boiler will be used, placed at the north or coldest end of the building.

A thorough system of ventilation has been adopted, outlets being placed at the floor levels of the rooms, connecting with a large stack, which is heated by radiators, insuring a strong upward suction, and will be in continual operation.

The following papers, relating to the work of the Home, may not be inappropriate in this History :

LESSONS DRAWN FROM THE PAST HISTORY OF THE EDUCATION OF THE DEAF TO GUIDE US IN OUR PRESENT WORK. BY MARY S. GARRETT.

History shows that, in every age, any deficiency in mental development or in the ability to communicate with others, or in being self-supporting, which the deaf have shown, may be charged to the ignorance of their social environment and not to any inability of the deaf to learn, be, or do anything and everything for which they are given the opportunity. Aristotle declared deaf-mutes to be incapable of instruction, and the poet Lucretius endorsed his opinions as late as 50 B. C. Under the laws of Lycurgus they were exposed to die, and the ancient Romans threw deaf infants into the Tiber. The authorities of those days ranked them with imbeciles. Modern experience proves that it was the ignorance of the authorities, and not any mental deficiency in their victims, which made them "dumb." Fortunately for the victims, the authorities only had power over the bodies of the sufferers, and the climax of their cruelty only opened the doors of the higher life to them.

Occasionally parents would hide away their deaf offspring and give them some instruction, to which they, of course, responded, and gradually it dawned upon some minds that they might not be idiots. From that time until the second half of the eighteenth century we read of isolated cases of deaf persons in different countries who were variously educated, according to the skill and knowledge of their teachers, and also of some schools in the monasteries.

It is said, however, that as late as the present century the pagans of India and other Asiatic countries were still in the habit of killing their deaf infants.

The schools and work established through the Abbe de l'Épée, Heinicke, Amman before him, and by Braidwood, all give evidence that the deaf were only waiting their chance to absorb and take in everything that is allowed them.

We owe them the best we have. Ever since the Abbe Tarra, President of the International Convention of Teachers of the Deaf, held at Milan in 1880, who had had an experience of thirty years in teaching the deaf—the first ten by the sign method, the second ten by the combined, and

the third ten by the oral method—gave as his verdict that “Every deaf child capable of being taught by signs is capable of being taught by the oral method, without exception,” it has seemed to us that the question of methods was settled, and that from that time nothing remained to be done but to work for the effectual and intelligent application of the method. If there are any flaws in its application, let us find them and correct them.

Why should we make deaf children wait until they are of school age to learn the speech and language that the hearing learn before?

We know they can learn at the natural age if we only help and guide them and surround them with speech, and only speech. The deaf child who only gets the oral school training, even though it be the best possible, is forever more or less handicapped by what it lost beforehand.

While the present need is for efficiently and intelligently conducted homes and schools for the training in speech and education of the deaf, may we not hope that, within a few generations, society may do its whole duty to them so entirely that they may everywhere be an active part of their social spheres and no longer need special provision of any kind? Such a state of affairs would be a no greater stride in progress than has already been made in their behalf, and it is exactly in the line of what is being done. All that is needed is to give every deaf child the same amount of repetition of language that a hearing one gets when it is learning, and direct its attention invariably to the mouth, to the exclusion of every other mode of communication. The habit of looking at the mouth is very soon acquired in this way.

In regard to the learning of trades by the deaf, we know that they must ply them among hearing people; then why not learn them from hearing people? We know, from experience, that it is possible for them to do so, and would plead earnestly that they be allowed the opportunity of accustoming themselves to working among the people with whom they will later be forced to do business. Let us in every way try to lead them forward; they will do their share of the work if we only give them a genuinely fair chance.

THE POSSIBILITIES OF THE ORAL METHOD FOR THE DEAF.
AND THE NEXT STEPS LEADING TOWARDS ITS PERFECTION.
BY MARY S. AND EMMA GARRETT, JUNE, 1890.

In order to know how to give the deaf the benefit of the natural method of teaching, which is deservedly so much in favor in these progressive days, we must carefully study and investigate nature's methods and laws.

We notice that hearing and deaf children begin to babble sounds like syllables when they are a few months old; it is alike natural to them to talk; they inherit the tendency to express their feelings and desires with their voices. Here, then, our work begins. The caretakers of the hearing baby, the world over, understand this, or, at least, act as though they do, and they meet and encourage the baby efforts by addressing its ear with simple words and sentences, incessantly repeated, in connection with the objects and ideas. Every successful effort of the infant is hailed

with delight, and it is continually encouraged to repeat each new attainment for the delectation of admiring relatives and friends. Not only is a word or a sentence, as soon as learned, constantly used in its proper place as a medium of communication, but no other means than speech are used as the child develops. The result we all know—the child talks.

If, on the contrary, there should not only be no notice taken of the hearing child's first efforts, but it should be kept in ignorance of speech by hearing none (if such conditions are possible), and know nothing but motions and signs, it would grow up dumb.

It is natural for deaf children to make their eyes do duty for their ears. The work of their caretakers is, therefore, plain; let them first use ingenuity and skill in directing the attention of the children to the mouth, and never distract their attention from it by motions of any sort made by the hand. By nature they are imitative; by nature they incline to talk; by nature what they do continually becomes a habit. The caretakers' duty is to give them only speech to imitate, and plenty of it, as the hearing children get it; to meet their natural impulse to talk with every possible aid, and to see that they use it constantly, that it may become the habit of their lives as it is of the hearing children.

We learn from nature that our different organs are developed by use and exercise, and that disuse impairs them. Therefore, a deaf child's voice and speech organs are more likely to be injured by not beginning to use them at the natural period than by commencing to talk at the age normal children commence.

Deaf children who are guided and trained to speech from infancy are more likely to have natural voices than those whose voices are unnaturally neglected until they are older.

It is among the possibilities of the oral method that these simple facts may become so well and generally understood that ALL deaf children will be thus treated in their own homes. The present need, however, is for the establishment of Homes where deaf children can be trained in speech from the time they are discovered to be deaf until they are of school age. We are about to establish one in Pennsylvania.*

Europe has set us the example of superseding sign schools by oral schools, and we can help her by showing her that the training must begin in babyhood and before the children are of school age.

In the Home it will be the duty of every one connected with the establishment not only to refrain from signs, but to be in the habit of talking with the children and of using every effort to have them talk as constantly as though they could hear.

No manipulators or pencils will be used in the training; they are unnecessarily trying to the children; if they are trained to the habit of observing the mouth carefully they will see the accurate positions required, and can learn, by frequent practice, to get them. The tones are sometimes made disagreeable when manipulators are used, as—because they are unpleasant to the children—they are apt to affect the naturalness of the tone. Caretakers cannot be too careful to avoid mouthing, using their arms in talking to the children, and everything that is unnatural, as the children are so imitative; if we always give them the

* Established February 1, 1892.

right thing to imitate they will be all the while gaining. It is a solemn truth for us all to remember that we cannot be in the presence of little children without being their teachers. Everything we do and everything we say have an influence on them. It is a law of nature and we cannot escape it.

When we think of how much the deaf accomplish in our oral schools under the existing disadvantages of entering without the vocabulary that normal children of that age have: that the years they spend in school are usually fewer than normal people spend; that not only the general public but frequently their families and friends do not yet understand the necessity of keeping up and improving their speech and stock of language by talking with them, we can form an idea of the possibilities of the method when it is perfected by beginning at the natural age, giving them as much time at school as they require, and the same opportunities of the general communication with others that we all have.

If we take the first of these steps, viz., train them from babyhood in speech, it will "count" on the other two as if they enter school with some speech and language; they will gain more in the school years, and be better able to communicate with their families and the public generally when they go out into the world.

Enough cases so treated have become like normal people in speech and language to make us trust that others so treated will become so. The applications that have already come to us for the admission of little ones into the Home show that, hard as it is for the mothers to part with them, the benefit to the children will induce them to do it. The States provide for the free education of children. As there is only one deaf one to every fifteen hundred of the population, the slight additional expense of giving the afflicted ones the benefit of all known opportunities for their education ought not to be considered. The fact is, it is really economy to give them the advantages which will make them like normal people in their ability to communicate with their fellows, and, therefore, self-supporting and useful citizens.

While it is entirely possible to make them so, by giving them equal advantages with the normal people, we cannot hope for complete success if we deprive them of any part of these advantages.

The Cleveland Day-School for the
Deaf,

CLEVELAND, OHIO,

1892-1893.

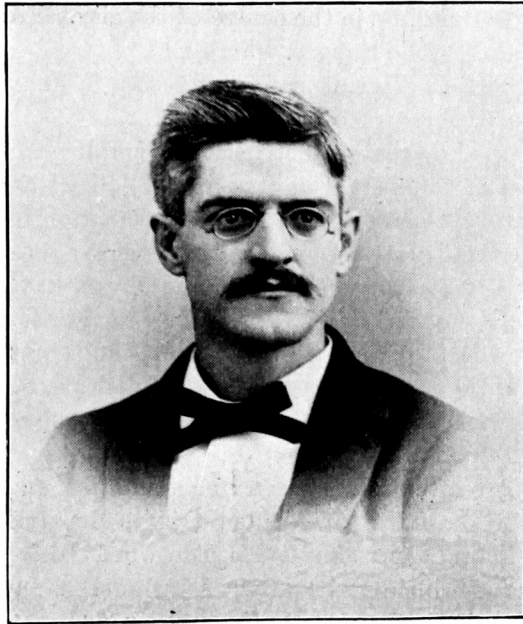


BY JOHN H. GEARY,

Principal of the School.

THE CLEVELAND DAY-SCHOOL FOR THE DEAF.

THIS School is now in the first year of its existence. It was opened by Mr. John H. Geary, a semi-mute graduate of the New York Institution, and lately a teacher in the Arkansas Institute. He is assisted in the work of instruction by Mrs. Geary, who has charge of the articulation department.



JOHN H. GEARY.

The large number of deaf school children living in and near Cleveland has, at various times, led people interested in their education to attempt to establish a school for them. The usual course adopted was to collect the names and addresses of a goodly number of these children and present the list to the Board of Education, at the same time asking that a school be established for them in connection with the public schools of the city. On the refusal of the Board to grant the petition the matter has usually been dropped for the time. During the past twenty years nine such efforts have failed. That failure should so often result is as much due, perhaps, to a

lack of perseverance on the part of the promoters of the project as anything else, though other causes have not been wanting.

The present number of deaf school children known to be resident in Cleveland is 73. Of these, about 30 attend school at the State Institution in Columbus, a dozen more attend various schools outside of the State, and the remaining 30 are expected to attend this School.

The School was opened November 14, 1892, with an attendance of 12 pupils. This number steadily increased until February, 1893, when there was an enrollment of 18. It is located in the Arcade Building, in the centre of the city. It is but one block from the Public Square, where all the street-car lines of the city converge. Thus it is easy of access from all parts of the city.

The combined system of instruction is employed, as the object aimed at is intellectual improvement. Signs are used to a limited extent, chiefly as a means of explanation for some of the beginners and to test their comprehension; but by far the greater amount of instruction is given through the manual alphabet. In the daily recitations and conversation all language is spelled out just as it would be spoken to hearing children, and the importance of the continual use of complete sentences, instead of disconnected words and broken English, is impressed upon all.

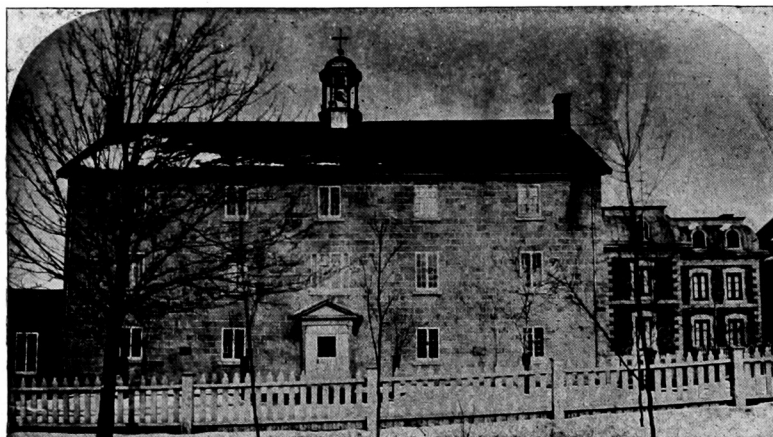
Considerable attention is given to articulation and lip-reading. All of the children are drilled daily in the articulation of elementary sounds and simple English words and sentences, the meaning of which they know. All who show any aptitude for speech are given much individual attention.

Believing that of all children the deaf most need early, simple, and pleasing methods of instruction, it is hoped that ere long a kindergarten department may be established, from which all new pupils under ten years of age will be required to graduate before they enter the primary classes.

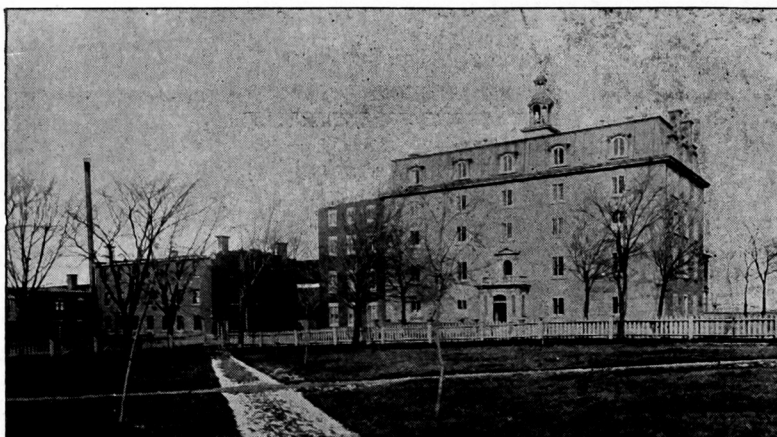
The Board of Education has been asked to make provision for the education of the deaf children of the city, and has appointed a committee, consisting of Messrs. S. S. Ford, W. D. Buss, Thos. Boutall, and Martin House, to look into the matter, and an early report is expected. We have little doubt that Cleveland will eventually make such provision for its deaf children as is needed.

II.

SCHOOLS IN CANADA.



INSTITUTION, DE 1850 A 1878.



INSTITUTION, EN 1893.

NOTES HISTORIQUES
SUR
L'INSTITUTION CATHOLIQUE
DES
SOURDS - MUETS
POUR LA PROVINCE DE QUEBEC



MONSEIGNEUR IGNACE BOURGET

Deuxième Evêque de Montréal

Fondateur de l'Oeuvre des Sourds-Muets en Canada

Né à Lévis en 1799, décédé au Sault-au-Récollet en 1885.

NOTES HISTORIQUES
SUR
L'INSTITUTION CATHOLIQUE
DES
SOURDS - MUETS
POUR LA PROVINCE DE QUEBEC
DIRIGÉE PAR
LES CLERCS DE SAINT-VIATEUR
MILE-END, MONTREAL.



MILE-END, P.Q.
IMPRIMERIE DE L'INSTITUTION DES SOURDS-MUETS,

—
1893.

✻ Membres de la Corporation. ✻



Mgr Edouard-Chs FABRE,

ARCH. DE MONTRÉAL, *Président.*

Rév. C. BEAUDRY, c.s.v.

SUPÉRIEUR DES CLERCS DE ST-VIATEUR.

Rév. J. B. MANSEAU, c.s.v.

DIRECTEUR DE L'INSTITUTION DES SŒURDS-MUETS, *Secrétaire.*

Rév. L. R. MASSE, c.s.v.

PRÉFET DU DÉPARTEMENT AGRICOLE.

Rév. F. M. A. CHAREST, c.s.v.

PROCUREUR DE L'INSTITUTION DES SOURDS-MUETS.

ADMINISTRATION

Rév. J. B. MANSEAU, c.s.v., *Directeur.*

“ R. MASSE, c.s.v., *Préfet du départ. Agricole*

F. M. A. CHAREST, c.s.v., *Procureur.*

F. J. PELLETIER, c.s.v., *Ass. Direct. et Trésorier.*

J. C. TERRIAULT, c.s.v., *Préfet des Études.*

A. RIVEST, c.s.v., *Économe.*

F. O. POIRIAULT, c.s.v., *Chef de la Menuiserie.*

PERSONNEL

Rév. P. J. B. MANSEAU, c.s.v.,.....	<i>Directeur.</i>
“ J. MICHAUD, c.s.v.,	<i>Préfet des départ. industriels</i>
“ L. R. MASSE, c.s.v.,.....	<i>Préfet du départ. agricole.</i>
JOS. PELLETIER, c.s.v.,.....	<i>Sous-Directeur.</i>
J. E. TERRIAULT, c.s.v.,.....	<i>Préfet des études.</i>
F. M. A. CHAREST, c.s.v.,.....	<i>Procureur.</i>
ANT. RIVEST, c.s.v.,.....	<i>Économe.</i>
T. MERCURE, c.s.v.,.....	<i>Pharmacien.</i>
L. BOUCHER, c.s.v.,	<i>Infirmier.</i>
M. J. YOUNG, c.s.v.,.....	<i>Ancien professeur.</i>
AUG. GROC, c.s.v.,.....	<i>Professeur.</i>
J. GAUDET, c.s.v.,	“
T. MERCURE, c.s.v.,.....	“
J. OUELLET, c.s.v.,.....	“
J. G. DUMAS, c.s.v.,	“
R. ROBILLARD, c.s.v.,.....	“
E. POIRIER, c.s.v.,	“
J. H. VINCENT, c.s.v.,.....	“
V. PARÉ, c.s.v.,.....	“
JOS. FORTIN, c.s.v.,.....	{ <i>Préfet de discipline du départ. de la méthode orale.</i>
LS. GAREAU, c.s.v.,.....	
	{ <i>Préfet de discipline du départ. de la méthode franç.</i>

Départements Industriels et Agricole.

J. A. COUTU, c.s.v.,	<i>Chef de l'Imprimerie.</i>
J. A. CORRIVEAU, c.s.v.,.....	<i>Prof. à “</i>
S. C. BARRETTE, c.s.v.,.....	<i>“ à “</i>
U. POIRIAULT, c.s.v.,.....	<i>Chef de la Menuiserie.</i>
LS. ARCHAMBAULT, c.s.v.,.....	<i>Prof. à “</i>
A. LEMIRE, c.s.v.,	<i>Chef de la Couture.</i>
J. H. BARON, c.s.v.,.....	<i>Chef de la Reliure.</i>
G. BEAUCHEMIN, c.s.v.,.....	<i>Prof. à “</i>
MR NAP. PILON,.....	<i>Maitre-Peintre.</i>
MR JOS. BARCK,.....	<i>Maitre-Cordonnier.</i>
MR L. LAPOINTE,	<i>Maitre-Forgeron.</i>
MR S. MAJORE,.....	<i>Maitre-Charron.</i>
MR H. DENIS,.....	<i>Ingénieur-Mécanicien.</i>
MR N. BERNIER, sourd-muet.....	<i>Machiniste.</i>
C. LABERGE, c.s.v.,.....	<i>Prof. au départ. agricole.</i>
D. AUCHU, c.s.v.,.....	“ “ “
MR O. DOMINIQUE, sourd-muet.....	“ “ “

Institution catholique des Sourds-Muets, Mile-End, Montréal.

Les œuvres les plus importantes de la charité chrétienne n'ont eu, d'ordinaire, que les plus humbles commencements. C'est le grain de sénevé, d'abord caché dans le sein de la terre, qui croît, se développe et finit par devenir une plante magnifique où les oiseaux du ciel viennent chercher un abri. Souvent aussi, elles n'ont dû leur origine qu'à des circonstances imprévues et ignorées de la vie des hommes. Telle est l'œuvre sympathique des pauvres sourds-muets qui, sans le dévouement et la grande charité de l'excellent abbé de l'Épée, semblaient devoir demeurer de longues années encore dans les ténèbres de leur ignorance, c'est-à-dire, sans instruction, sans aucune connaissance du bon Dieu, ignorant également leur nature, leur destinée, et pouvant à peine distinguer le bien du mal. Grâce donc à l'abbé de l'Épée, à ses imitateurs et aux gouvernements qui, les premiers, ont tendu une main secourable aux malheureux sourds-muets, il est permis de concevoir aujourd'hui, pour l'avenir de ces pauvres créatures, les plus consolantes espérances. Les hommes de bien qui possèdent la science et le pouvoir, semblent, en effet, plus que jamais disposés à concourir à la régénération d'une classe si peu favorisée de la nature.

Ce simple précis historique a pour but de montrer brièvement, comment ce grain de sénevé, jeté sur le sol de Montréal, par le grand et saint évêque Bourget, et confié à la religion, par ses ministres et

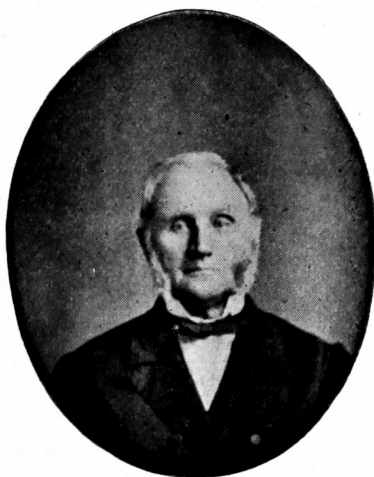
ses serviteurs, a germé, s'est développé, est devenu un grand arbre ; en un mot, de faire connaître l'origine et les progrès de l'institution catholique des sourds-muets, pour la Province de Québec, avec le genre de travaux manuels qui en forment la partie complémentaire.

Fondation et développements de l'Institut.

La fondation, sans aucune ressource pécuniaire, d'une institution de sourds-muets, n'est pas l'œuvre d'un jour : le temps, le dévouement et l'esprit de sacrifice sont nécessaires pour cela. C'est dire, par conséquent, que notre institution eut, dès son début, bien des difficultés et des épreuves à surmonter. Aussi n'est-ce qu'après plusieurs essais répétés dans diverses parties de la province, qu'elle put, en 1850, être établie d'une manière stable, à l'endroit où elle se trouve maintenant.

Dès 1830, la Législature du Bas-Canada (Québec) prit des mesures pour secourir cette classe malheureuse de la société. M. R. McDonald, avocat de Québec, fut envoyé à Hartford, aux frais de la province, pour étudier le système d'enseignement. En 1831, M. McDonald jeta à Québec les bases d'une institution qui ne dura que jusqu'en 1834, faute de ressources nécessaires.

En 1836, M. l'abbé Prince, directeur du collège de Saint-Hyacinthe, et plus tard, en 1852, premier évêque de Saint-Hyacinthe, eut la généreuse pensée d'adjoindre au pensionnat du collège, une école pour les sourds-muets. Il appela pour la diriger M. Caron, élève sourd-muet de M. McDonald, et, afin de pouvoir admettre un certain nombre d'enfants pauvres, il sollicita de la Législature, des secours pécuniaires



DR PIERRE BEAUBIEN.

Donateur du terrain sur lequel l'Institution
actuelle fut bâtie, en 1849.

qui lui furent refusés ; les trois élèves qui se présentèrent ne pouvant, par leur modique pension, payer les honoraires de l'instituteur, cette seconde école fut encore fermée, après trois années de sacrifice.

En 1847, M. l'abbé Lagorce, curé de Saint-Charles, sur le Richelieu, ayant dans sa paroisse deux sourds-muets auxquels il voulait faire faire la première communion, fit venir M. Caron qui avait dirigé l'école de Saint-Hyacinthe et reçut ces enfants dans son presbytère. Ceci lui donna l'idée de fonder une institution pour ces pauvres malheureux. Il en fit part à M. l'abbé Prince qui l'engagea à attendre le retour de Monseigneur de Montréal, alors en Europe.

Vers la fin de 1848, Mgr de Montréal, voyant évidemment que le gouvernement ne voulait point s'occuper, ou du moins se charger des quinze cents sourds-muets en Canada, se mit lui-même à la tête de l'œuvre et entreprit de fonder une école dont il offrit la direction à M. l'abbé Lagorce.

Ce digne prêtre n'hésita point à quitter sa cure de Saint-Charles pour se consacrer à l'enseignement de ces pauvres infirmes dénués de tout moyen d'instruction. Après avoir reçu, durant quelques semaines seulement, des renseignements bien incomplets, et avec le secours du jeune Caron dont nous avons déjà parlé, il ouvrit son école le 27 novembre 1848, dans une maison particulière à l'extrémité nord de la ville, au Pied-du-Courant, aujourd'hui Hochelaga.

Cette première fondation ne réunit qu'un très petit nombre d'élèves et ne put se soutenir qu'à force de sacrifices, n'ayant pour toute ressource que le produit de quelques bazars et la charité publique.

En 1849, M. le docteur P. Beaubien, père de l'honorable ministre actuel de l'agriculture, pour la province

de Québec, que nous considérons à bon droit comme l'un de nos bienfaiteurs insignes et dévoués, ayant offert un terrain au Coteau Saint-Louis pour y fonder un établissement religieux, Mgr Bourget eut dès lors la pensée d'y faire construire une maison, pour y fixer l'institution des sourds-muets.

Vers le milieu de septembre de la même année, Mgr de Montréal mettant toute sa confiance dans la divine Providence, commença la bâtisse. Bientôt de petites souscriptions, des dons, diverses sommes empruntées permirent de continuer rapidement les travaux. Quatre mois plus tard, on fut étonné d'apercevoir au milieu d'une carrière, sur un terrain inculte, un grand édifice en pierre, élevé comme par enchantement, ayant 80 pieds de longueur, sur 43 de largeur et à 3 étages.

Au mois de mai 1850, M. Lagorce qui se trouvait très à l'étroit dans son logement du Pied-du-Courant, transféra son école à cette nouvelle maison dont l'intérieur n'était encore qu'à moitié terminé. Il fut donc obligé de s'occuper de faire achever les travaux commencés et de pourvoir aux besoins de cette vaste maison sans ressources suffisantes et nullement organisée.

C'est avec ce modeste personnel enseignant que débuta l'institution actuelle des sourds-muets qui est placée sous le patronage de Sa Grandeur Mgr l'Archevêque de Montréal et protégée par le Gouvernement Provincial ; elle fut incorporée en 1874.

A M. l'abbé Lagorce revient donc l'honneur d'avoir fondé l'institution actuelle des sourds-muets qu'il confia, quelques années plus tard, aux "*Clercs de St-Viateur*" dont il fut lui-même un des membres pendant quelque temps.



L'ABBÉ LAGORCE
Premier Directeur de l'Institution.
(1848 à 1856).

Comme déjà les ressources étaient minimes, il fallait aller à l'économie et ne s'accorder que l'indispensable qui trop souvent n'était même pas le nécessaire.

Ceci explique le manque d'unité dans l'aménagement de la maison qui, au premier abord, ne laisse pas de surprendre, avec ses petites pièces basses d'étage, ces escaliers de ci de là, etc., etc. On s'aperçoit facilement qu'une annexe a été ajoutée à mesure que la caisse le permettait, et tout cela, naturellement, sans plan d'ensemble, allant au plus pressé et surtout tâchant d'obtenir le plus de place possible dans un petit espace : problème qui se résout toujours au détriment de l'ordonnance et de l'aspect. C'est ainsi que le premier bâtiment, d'abord à trois étages, en a cinq aujourd'hui ; que la chapelle intérieure est devenue le réfectoire des professeurs et que les ateliers placés dans la maison ont été transportés de l'autre côté de la rue Saint-Louis et reliés par un viaduc au corps du bâtiment principal.

Dans tous les rapports de l'institution, on trouve toujours de la part des Directeurs, l'expression des mêmes plaintes et des mêmes regrets, à propos de l'exéguité du local, tant le besoin d'un nouvel édifice se fait sentir.

Aussi la partie vraiment bien aménagée est-elle celle des ateliers : on avait de l'espace, on l'a utilisé ; tout est large, parfaitement éclairé et dans de bonnes conditions. Ce bâtiment est une construction en briques, de 75 pieds de longueur, par 45 de largeur, et à 3 étages.

Sans vouloir refaire ici l'histoire des débuts plus que modestes de l'Institution, nous ne pouvons passer sous silence la part revenant, dans les résultats

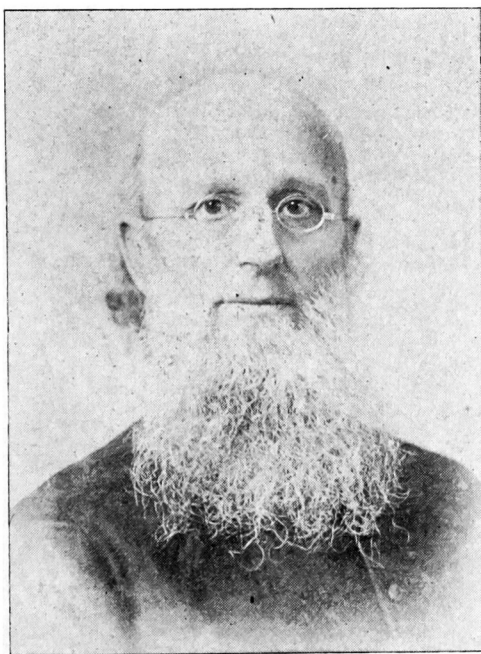
obtenus, aux divers directeurs de l'établissement qui ont succédé au digne abbé Lagorce.

Le premier d'entre eux fut le révérend Frère M.-J. Young, religieux sourd-muet de la Congrégation de Saint-Viateur, que Mgr Bourget, en 1855, avait appelé de France au Canada.

Il prit la direction de l'école en 1856 et eut pour collègues dans l'enseignement, les Frères A. Bélanger et D. Mainville, pour économe, le Frère Prosp. Terriault. Avec un dévouement admirable, il mit sa vive intelligence au service des malheureux sourds-muets auxquels il portait et porte encore un grand intérêt et dont il peut mieux que tout autre apprécier l'infortune.

On comprend aisément quel surcroît de travail il dut s'imposer pour être à la fois directeur, procureur et professeur. Mile-End était alors loin du centre de la ville, les communications extrêmement difficiles, les ressources restreintes. Aussi était-ce à pied que ce bon Frère, après ses classes, se rendait à la ville pour veiller aux intérêts de ses pensionnaires et de l'œuvre qui lui était confiée.

Il lui fallait de plus donner, tous les dimanches, trois instructions consécutives, l'une aux sourds-muets de l'institution, une autre chez les sourdes-muettes, rue Saint-Denis, et la troisième dans la chapelle Saint-Joseph, rue de la Cathédrale. On comprend facilement les grandes fatigues qu'il eut à supporter et les sacrifices qu'il dut s'imposer pendant toute son administration ; cependant ce bon Frère a conservé jusqu'à ce jour toute sa première énergie. La mimique, expressive avec laquelle il traduit ses pensées indique qu'il n'a rien perdu de sa haute intelligence.



J. M. YOUNG, C. S. V.
Deuxième Directeur de l'Institution.
(1856 à 1863).

Durant la gestion du Frère Young, trois Pères de la communauté des Clercs de Saint-Viateur ont eu la direction spirituelle de l'établissement : le Père Jacques Duhaut, de 1856 à 1857 ; le Père Lahaye, de 1857 à 1861 ; le Père Thibaudié de 1861 à 1862.

En 1863, le Père Bélanger fut appelé à succéder au bon Frère Young. Pendant les vingt ans que ce dévoué Père dirigea l'institution, il la fit bénéficier de sa grande expérience dans les affaires et d'un dévouement qui ne s'est jamais rebuté, malgré les difficultés nombreuses et parfois bien pénibles qu'il eut à surmonter.

A deux reprises, il dut se rendre en Europe pour y étudier les méthodes suivies dans les établissements consacrés à l'enseignement des sourds-muets. En 1870 d'abord, et de ce premier voyage, il rapporta les principes qui lui permirent de commencer l'enseignement de l'articulation qui, jusqu'à ce jour, a produit de si beaux résultats ; ensuite, en 1880, pour assister au congrès de Milan et s'édifier sur les avantages de l'instruction des sourds-muets, par la méthode orale pure.

Ce fut sous l'administration du Père Bélanger, en 1863, que furent commencés les premiers ateliers, au nombre de trois : la *reliure*, l'*imprimerie* et la *cordonnerie* qui, en 1871, furent transportés dans un bâtiment en briques, construit à cette fin, et servant aujourd'hui de réfectoire pour les professeurs. Les chefs de ces ateliers étaient : le Frère Young pour la reliure, le Frère D. Mainville pour l'imprimerie et le Frère Needham, sourd-muet, pour la cordonnerie.

L'année 1873 fut particulièrement remarquable pour notre institution, par la visite de Son Excellence la Comtesse Dufferin, accompagnée de ses deux

enfants, le jeune Lord Arthur de Clarendon et Lady Blackwood.

Lady Dufferin ayant appris qu'il existait à Montréal une institution où l'articulation était enseignée aux sourds-muets, avec succès, voulut se rendre compte, par elle-même, des effets produits par un procédé encore unique au Canada.

Son Excellence fut reçue par M. le Chanoine Fabre, le Révd Père Bélanger, directeur de l'institution et plusieurs autres membres du clergé qui l'accompagnèrent à la salle où les élèves lui présentèrent l'adresse suivante :

A Son Excellence madame la Comtesse Dufferin.

MADAME,

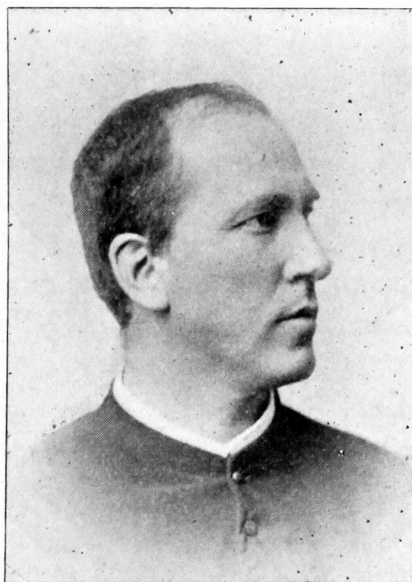
Nous, les élèves de l'Institution des sourd-muets, vous prions d'accepter nos sincères remerciements pour l'attention toute bienveillante que vous portez à notre classe infortunée.

Votre illustre personne, digne de Son Excellence Lord Dufferin, a conquis le respect et l'affection de ceux avec qui elle a été en rapports, par les nombreux actes de courtoisie et d'affabilité qui marquent tous ses pas.

Les rares vertus comme les excellentes qualités que possède Son Excellence Lord Dufferin sont, Madame, bien représentées en votre illustre personne.

Nous regrettons que nos voix soient encore si peu cultivées. Nous nous contenterons donc de partager la haute opinion qu'a, de Vos Excellences, le peuple montréalais, et de nous unir aux concerts de félicitations qui s'élèvent de toutes parts, et dans lesquels vos vertus, vos mérites et vos talents sont si hautement et si justement proclamés.

Lady Dufferin dont la haute intelligence et l'esprit de judicieuse observation se sont manifestés dans ses visites à nos maisons d'éducation, répondit dans ces termes :



RÉV. A. BÉLANGER, C.S.V.
Troisième Directeur de l'Institution.
(1863 à 1883).

“ Je suis heureuse d’avoir pu réaliser un vœu que
“ j’avais formé depuis que je suis à Montréal, celui
“ de visiter cette institution devenue célèbre dans la
“ province, par la perfection de cet enseignement d’ar-
“ ticulture qu’elle a inauguré dans ce pays. Je dois
“ avouer que les preuves qui viennent de passer sous
“ mes yeux relèvent dans mon esprit la haute opi-
“ nion que je m’en étais formée.

“ M. le Directeur, l’œuvre à laquelle vous vous
“ êtes dévoué avec tant de zèle mérite tous les en-
“ couragements. Elle est digne de toutes les sym-
“ pathies, et je puis vous assurer que la mienne vous
“ a été acquise du moment que j’ai été informée des
“ sacrifices que vous avez faits, pour le soulagement
“ de ces pauvres sourds-muets.”

En 1878, notre institution eut l’honneur d’obtenir une médaille pour ses travaux à l’exposition universelle de Paris.

Cette même année l’édifice de l’institution fut élevé d’un étage, surmonté d’un toit français.

Enfin, en 1881, le Père Bélanger, cet ami infatigable des sourds-muets, construisait les ateliers actuels et, l’année suivante, aménageait la ferme de Terrebonne dont nous parlerons un peu plus loin.

Toujours sur la brèche, il ne cessa dans ses écrits, dans ses rapports, dans ses discours, d’appeler l’attention publique sur le sort des malheureux sourds-muets et de solliciter des membres du Gouvernement de Québec, des subventions destinées à parfaire l’œuvre commencée.

Lorsqu’en 1883, il quitta l’institution pour aller aux États-Unis refaire sa santé épuisée à l’œuvre des sourds-muets, il laissa l’établissement en bonne voie de prospérité, et l’enseignement sur un pied excellent.

Il s'occupait du progrès de ses élèves avec une sollicitude toute paternelle, heureusement secondé dans ses efforts par le Frère A. Charest, aujourd'hui procureur de la maison, le Frère A. Groc, sourd-muet arrivé de France en 1866, encore professeur à l'institution; et le Frère E. Terriault, actuellement préfet des études, lequel, malgré une santé délicate, apporte un zèle précieux à la cause des sourds-muets. Parmi les autres professeurs compétents réunis par le Père Bélanger, nous tenons à citer en particulier les Frères Lafond, Gaudet et Mercure. Le premier, attaché à l'institution depuis plus de douze ans et longtemps préfet des études, achevait au moment de sa mort arrivée au mois de juillet dernier, un programme d'études destiné à faciliter le développement intellectuel des sourds-muets et dont nous parlerons dans la méthode d'enseignement.

Durant l'année scolaire 1883-84, le révérend Frère Charest cumula la charge de Directeur et celle de Procureur; mais comme ces deux fonctions exigeaient un travail excessif pour un seul homme, il céda, en 1884, la direction de la maison au Révérend Père Boucher qui n'a occupé cette charge que pendant un an et quelques mois. Durant ce court espace de temps, on a pu cependant apprécier le zèle et le dévouement avec lesquels il s'occupait de ses élèves et des intérêts de l'institution.

Le 16 octobre 1884 était un jour de fête et de bonheur pour les sourds-muets de Mile-End. Sur invitation du Révd Père Boucher, Directeur, Son Excellence Dom Henri Smeulders, délégué apostolique pour le Canada, voulut bien venir visiter notre institution, accompagné de son secrétaire, le Révd Père de Brie et de plusieurs révérends Pères

Oblats de l'Église Saint-Pierre. A son arrivée, Son Excellence fut reçue par le Révd Père Beaudry, Supérieur des Clercs de Saint-Viateur, le Père Boucher, directeur, les Pères Ducharme, Peeman et Masse.

A cause de l'exéguité de notre chapelle, la messe fut célébrée à l'église paroissiale, ensuite Mgr déjeuna à l'institution, puis fit la visite des ateliers et termina par les élèves qui lui présentèrent l'adresse suivante :

A SON EXCELLENCE DOM HENRI SMEULDERS COMMISSAIRE
APOSTOLIQUE EN CANADA (1)

Excellence,

Les Sourds-Muets de l'Institution Catholique de Montréal présentent à Votre Excellence, les sentiments de leur profonde reconnaissance et de leur filial amour.

Les infortunés, sur la terre, se nourrissent du pain de la charité. Cette nourriture céleste, ils la trouvent toujours en abondance dans la religion chrétienne et dans le cœur des apôtres dévoués de Jésus Christ.

Nous connaissons la large part que vous faites, dans votre cœur paternel, à la classe des Sourds-Muets ; car Votre Excellence leur a prouvé son amour par ses paroles et par ses actes.

C'est donc avec bonheur qu'en ce jour d'allégresse nous venons, nous aussi, adresser nos humbles hommages à votre personne vénérée.

Oui, nous accourons avec confiance auprès de vous, comme autrefois les malheureux de la Judée s'approchaient du divin Consolateur, et, impuissants à exprimer convenablement les sentiments qui nous animent, nous ne pouvons que répéter avec ceux que vous entourez de votre sollicitude : Amour, reconnaissance au grand Pontife Léon XII et à son illustre Représentant.

Depuis 1885, la direction de la maison est confiée au Révd Père Manseau.

En 1887, une annexe en briques, de 115 pieds de longueur, 35 pieds de largeur et à 4 étages, fut ajoutée à la partie nord de l'institution, faisant face à la rue Saint-Louis.

(1) Cette adresse fut présentée et lue par M. T. Fortin, élève de l'institution.

Comme nous le disions au commencement, les épreuves n'ont pas manqué à notre Institut depuis sa fondation.

En 1889, un violent incendie détruisit les précieux ateliers construits par le P. Bélanger, en 1881. Pour ne pas interrompre l'enseignement industriel, considéré comme complément nécessaire à notre œuvre, il nous a fallu reconstruire ces ateliers au prix de sacrifices énormes, n'ayant reçu pour tout secours qu'une assurance de \$2000.00 et une allocation supplémentaire de \$3000.00, du gouvernement. Aussi nos pertes sèches sont-elles évaluées, au bas prix, à plus de \$30,000, ce qui retarde d'autant nos projets de construction pour la maison principale dont nous avons signalé le grand besoin.



METHODE D'ENSEIGNEMENT.

La méthode actuellement suivie dans notre Institution est la méthode mixte. Expliquons-nous.

Tous les élèves arrivant à l'Institution sont immédiatement mis à l'étude de l'articulation, de la dactylogie et de l'écriture. Au bout d'un an, quelquefois même plus tôt, nous nous rendons compte des aptitudes de l'élève et, selon son degré d'intelligence, son âge, ses forces physiques et le temps dont il peut disposer, nous lui apprenons ou le langage parlé ou le langage dactylogique, et l'écriture.

Les élèves qui peuvent apprendre à parler, comme ceux qui n'ont pas les aptitudes requises pour suivre le cours d'articulation, sont instruits par la méthode intuitive, dite naturelle. Avec les premiers, nous employons la méthode orale pure, avec les seconds, nous remplaçons l'articulation par la dactylogie et l'écriture, à l'exclusion de tous signes.

Deux raisons nous ont fait quitter notre ancien programme, — celui de la méthode orale pure, — et adopter ce nouveau qui, selon la rigueur des principes, est contraire aux règles établies par le congrès de Milan.

La *première* résulte du petit nombre d'années que nos enfants sourds-muets peuvent consacrer à l'étude. A Mile-End, nos élèves ne séjournent pas, en moyenne, plus de cinq ans. Or, on comprend facilement que, si nous ne commençons pas leur instruction dès la première année, nous nous exposerions, pour un certain nombre de sujets, à ne pouvoir leur donner dans l'une comme dans l'autre méthode, qu'un temps relativement restreint.

La *seconde* est l'insuffisance de notre local qui ne permet pas d'avoir, pour toutes les exigences du service, une séparation absolue entre les élèves des deux catégories.

La vraie raison qui résume celles ci-dessus mentionnées est le manque de ressources. Il faudrait donc, en premier lieu, une allocation plus élevée du Gouvernement Provincial, ensuite, des dons ou des bourses qui permettent à l'administration de réaliser les vœux souvent exprimés par les directeurs passés et présents, de l'Institution.

La méthode intuitive dont nous nous servons pour l'enseignement, prend pour modèle la mère enseignant son enfant doué de l'ouïe, à comprendre la parole, à exécuter ses demandes ou ses ordres, et à exprimer lui-même ce qu'il veut dire. Seulement ici, c'est l'écriture ou la lecture sur les lèvres qui supplée à l'ouïe. Ainsi nous enseignons le sourd-muet à comprendre d'abord la langue écrite, puis à exécuter les ordres des maîtres qui sont toujours donnés ou par écrit, ou par le moyen de la dactylologie, ou par l'articulation, enfin, à exprimer lui-même ses pensées au moyen de l'écriture.

Comme on le voit, pour instruire le sourd-muet, nous faisons subir quelques légères modifications aux moyens dont se sert la mère pour instruire son enfant doué de l'ouïe.

C'est donc sur des commandements donnés ou transmis, des actions exécutées par les élèves ou en leur présence, des faits successifs, que se base cette méthode intuitive, dite *naturelle*, et non sur l'enseignement et l'usage des signes conventionnels qui sont presque toujours à l'inverse du langage écrit,

en mettant l'objet au lieu du sujet, le qualificatif au lieu de la chose qualifiée, etc., etc.

Cette méthode intuitive qui a comme moyens communicatifs l'articulation, l'écriture, la dactylologie (*épellation sur les doigts*), et quelques signes naturels tolérés durant la première année d'étude seulement, est reconnue comme une des plus efficaces pour l'enseignement des sourds-muets : elle forme son jugement, lui donne une idée juste des faits et une phraséologie correcte.

Tout en continuant l'instruction de l'élève par la méthode intuitive, nous consacrons à l'articulation quelques moments de chaque classe qui nous mettent ainsi en état de nous rendre compte des aptitudes de l'élève à parler et de la possibilité de lui faire suivre la méthode orale.

A la fin de la troisième année ou au commencement de la quatrième, ces élèves sont en état de continuer très avantageusement leur instruction par la parole, sans être dérangés aucunement dans leur cours déjà avancé. Alors, au lieu d'employer l'écriture et la dactylologie, nous nous servons de la parole et de la lecture sur les lèvres, moyens plus expéditifs et plus avantageux que les deux premiers.

L'application de ce nouveau programme a donné d'excellents résultats. Il entretient l'émulation entre les élèves sans les fatiguer, en tenant compte du besoin qu'ils ont de se délasser. Les difficultés se suivent et s'enchaînent, dans un ordre rigoureux et rationnel. Le professeur, quelque étranger qu'il soit à cet enseignement, en saisit la méthode dès les premières leçons. Les remarques qui accompagnent chacune des leçons lui permettent de s'acquitter de sa tâche avec fruit. De plus, il peut toujours consulter

aisément la partie du maître, où tous les obstacles sont signalés un à un et résolus méthodiquement.

Les tableaux synoptiques détachés des leçons, mais qui ne font qu'un avec elles, présentent aux élèves l'avantage de revoir, en quelques minutes, le chemin parcouru et de rafraîchir leur mémoire sans la fatiguer.

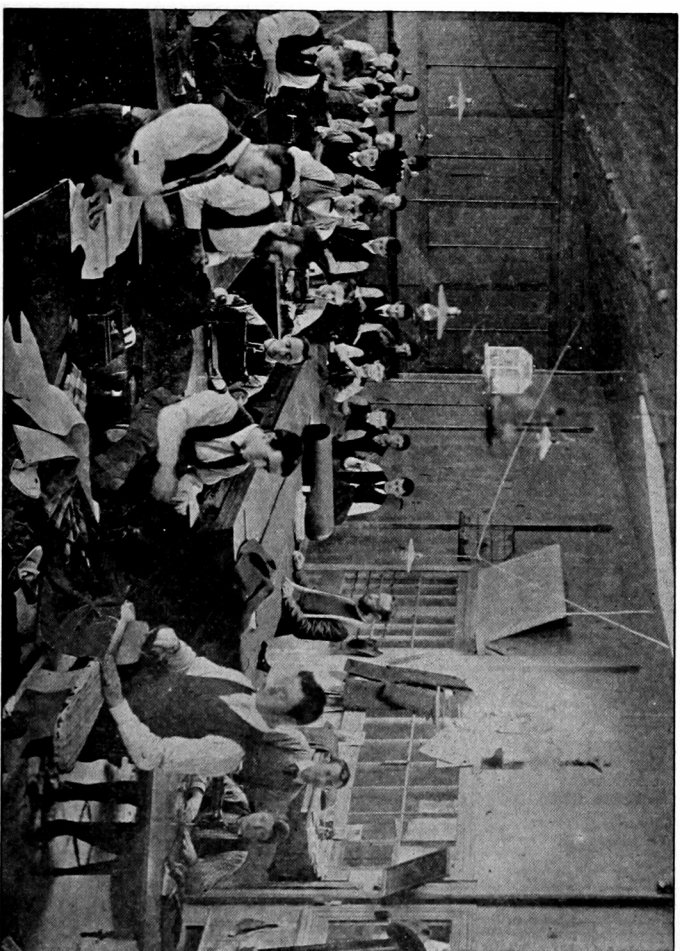
Au moyen de ces tableaux, ils apprennent facilement le nom des parties du discours, la place qui leur est assignée dans la phrase, et aussi à corriger eux-mêmes les fautes qui leur sont habituelles dans l'expression de leurs pensées.

En terminant, nous aimons à le répéter, notre nouveau programme a produit des résultats étonnants, parmi nos élèves que nous gardons à peine cinq ans, comme nous l'avons dit plus haut : il répond beaucoup mieux au besoin de nos enfants.

Le but que l'on poursuit avec le sourd-muet est de le rendre capable de gérer ses affaires, de profiter de ses lectures et d'en faire un homme d'un caractère ferme et sérieux.

Or, étant donnés, d'une part les nombreux inconvénients de l'emploi exclusif de l'articulation dans l'enseignement et, d'autre part, reconnaissant avec les abbés de l'Epée et Sicard que le sourd-muet n'est complètement rendu à la société que lorsqu'on lui a appris à s'exprimer de vive voix et à lire la parole sur le mouvement des lèvres, nous nous servons, pour arriver sûrement à son intelligence, parfois si rebelle à saisir ce qu'on lui enseigne, de tous les procédés indiqués : intuition, dessin, écriture, dactylologie, articulation.

En un mot, nous nous rangeons, du moins pour notre institution, du côté de la méthode mixte.



ATELIER DE COUTURE.



ATELIER DE CORDONNERIE.

ATELIERS.

L'enseignement industriel donné concurremment à nécessité la construction d'ateliers qui, comme nous l'avons déjà dit, sont la partie la mieux aménagée de notre établissement. Ces ateliers sont au nombre de sept.

Couture.

Dans cet atelier, les élèves apprennent à coudre, à faire des vêtements de toutes sortes et, ce qui est plus difficile, à couper ou tailler les habits. Un bon tailleur trouve toujours une place assurée, car de lui dépend l'élégance des vêtements.

Les élèves-apprentis sont sous la direction d'un Frère ayant des connaissances spéciales et assisté de deux contre maîtres entendants-parlants. Ils ont dans leur atelier cinq machines à coudre et tout le matériel nécessaire pour se perfectionner dans leur métier.

Cet atelier et celui de la reliure sont les deux plus suivis.

Cordonnerie.

Près de la couture est l'atelier de la *cordonnerie* aussi sous la direction d'un Frère et d'un contremaître entendant-parlant. Ce métier qui convient si bien aux élèves de la campagne, est suivi par un assez grand nombre d'entre eux. On y apprend tout ce qu'un bon cordonnier doit savoir pour gagner honorablement sa vie.

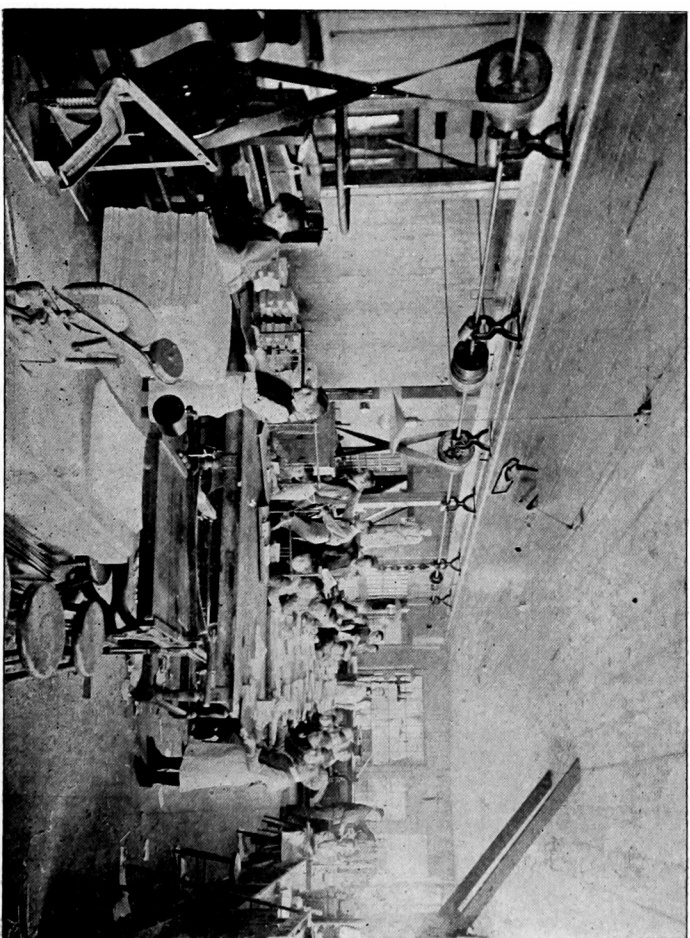
Reliure.

Dans la *reliure*, les enfants apprennent à plier les pages, à les coudre ensemble, à mettre les volumes sous le couteau, en un mot, à préparer le gros œuvre qui sera achevé par les apprentis. Ils sont dirigés dans ces travaux par deux Frères qui distribuent et surveillent l'ouvrage, aidés d'un contremaître entendant-parlant.

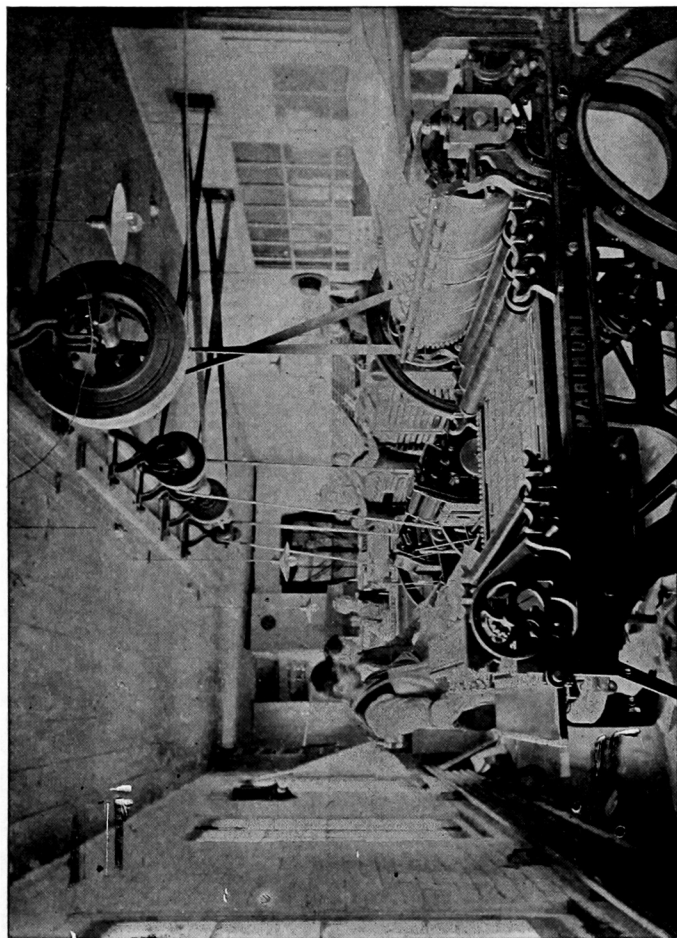
Les apprentis n'ont que deux heures de classe par jour ; les élèves, au contraire, ne vont aux ateliers que pendant deux heures et ce travail est pour eux une véritable distraction. Par cette occupation manuelle, ils se délassent des fatigues de la classe ; aussi, rien n'est plus curieux que de voir l'empressement avec lequel toute la petite troupe arrive prendre sa place, pour exécuter sa tâche. L'ardeur et l'émulation extraordinaires qui existent entre tous ces petits ouvriers, demandent une surveillance très active pour que le travail soit fait avec soin.

Imprimerie.

A côté de la reliure se trouve l'*imprimerie* qui depuis vingt-deux (22) ans est sous l'habile direction du Frère J. Coutu. Cet atelier, malgré son importance, ne renferme qu'un petit nombre d'apprentis et en voici la raison : dans quelques établissements de sourds-muets, à New-York en particulier, on enseigne de préférence aux élèves, le métier de typographe et certaines maisons recherchent spécialement ces ouvriers qui doivent à leur infirmité une attention et une application soutenues. Dans notre institution, au contraire, à cause du grand nombre d'élèves qui viennent de la campagne, nous ne cherchons pas à diriger les apprentis du côté de l'imprimerie ; car ce métier les éloignerait plus tard de leur famille pour les jeter au



ATELIER DE RELIURE.



ATELIER D'IMPRIMERIE.

milieu des grands centres où ils seraient grandement exposés de perdre leur âme. L'imprimerie n'est donc desservie en partie que par des entendants-parlants. C'est là que s'impriment non seulement tous les livres destinés à l'Institution des Sourds-Muets, mais encore ceux nécessaires aux diverses maisons sous le contrôle des "*Clercs de St-Viateur*" qui, comme on le sait, dirigent d'importants établissements au Canada.

Menuiserie.

La *menuiserie* est encore un métier qui convient aux sourds-muets. Il y a dans l'atelier très vaste, construit à cet effet, plusieurs apprentis qui reçoivent les instructions nécessaires d'un Frère et de trois contremaîtres, dont l'un sourd-muet. On y fait des travaux pour l'extérieur et on y travaille le bois avec une rare habileté.

Les élèves sont préparés aux travaux qui réclament la connaissance du dessin, par une étude approfondie de cette branche d'enseignement. Un grand nombre de dessins à la plume et au crayon dénotent, chez plusieurs d'entre eux, une grande facilité et d'heureuses dispositions pour cette étude.

Le dessin linéaire, les coupes de plans et d'élévation de bâtiments rentrent dans le programme d'enseignement de notre institution. Cette étude est excellente pour les sourds-muets et l'on ne saurait trop les engager dans cette voie qui leur offre des distractions utiles et parfois même leur ouvre le chemin de la fortune.

Nous ferons remarquer, en passant, que dans cet atelier, nos élèves apprennent aussi à *tourner* le bois, et que plusieurs d'entre eux excellent dans ce métier. Nous avons actuellement pour *tourneur* dans l'ate-

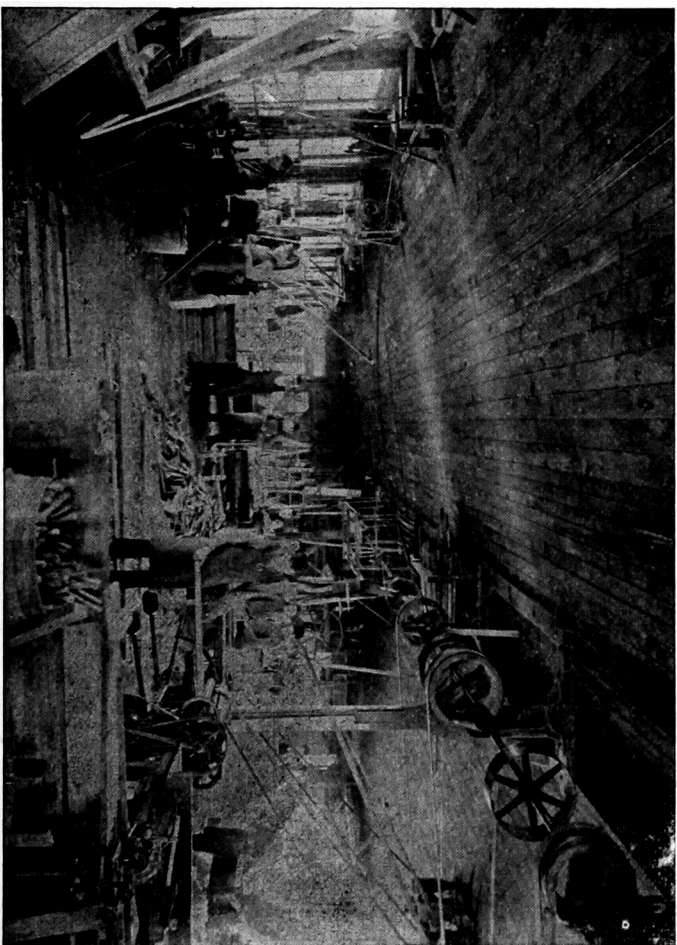
lier de la menuiserie, un sourd-muet qui a terminé son apprentissage il y a environ un an et que nous payons aujourd'hui une piastre par jour depuis ce temps : ce jeune homme, malgré la grande faiblesse de sa vue, est très habile dans ce métier.

Quand nous aurons mentionné encore l'atelier de peinture en bâtiment et la forge, nous aurons fait le tour des ateliers de l'institution.

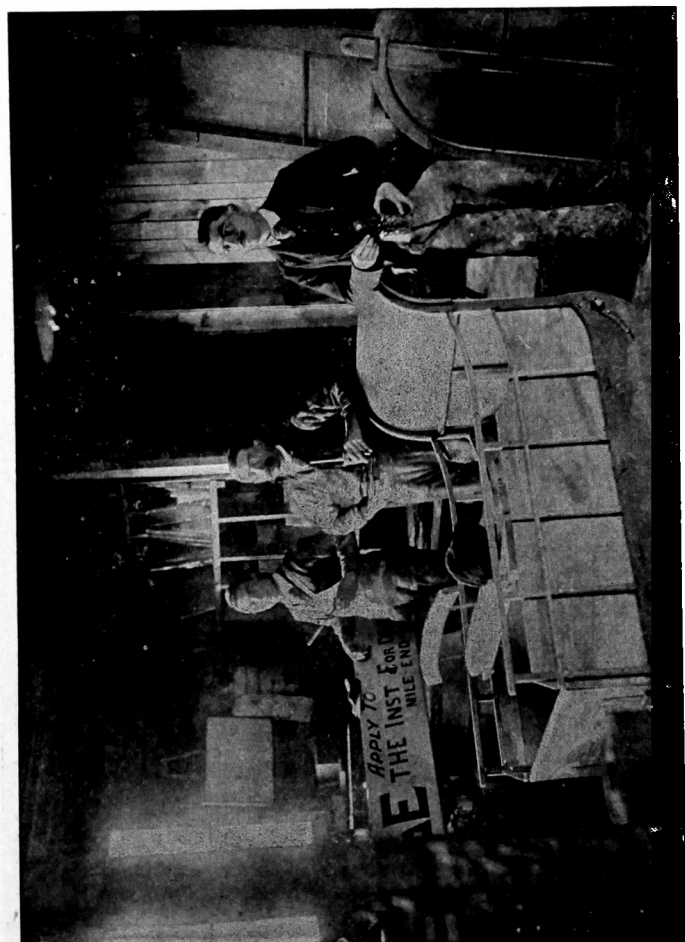
Ces deux derniers ateliers répondent très bien aux besoins de la plupart de nos élèves ; car un sourd-muet sachant bien le métier de peintre ou de forgeron, peut gagner facilement sa vie à la campagne, sans avoir nullement besoin d'aller demeurer dans les grands centres où il est toujours exposé à se corrompre, par la fréquentation des mauvais amis qu'il rencontre si souvent.

Ces ateliers demandent un grand nombre de religieux possédant des connaissances spéciales dans chacun de ces différents métiers.

Le besoin d'avoir des ateliers pour compléter l'éducation des sourds-muets, est une lourde charge pour notre maison ; mais il nous permet de rendre de si grands services à nos élèves que nous le considérons comme indispensable.



ATELIER DE MENUISERIE.



ATELIER DE PEINTURE.

FERME-ECOLE D'OUTREMONT.

L'agriculture ! voilà vraiment le travail qui convient au sourd-muet instruit. Seul dans son champ, sous le regard de ce Dieu qu'il a appris à connaître, en face du spectacle magnifique de la nature qui n'est plus pour lui un livre fermé, mais où il reconnaît maintenant un reflet de la majesté et de la bonté divines, entouré d'harmonies mystérieuses qui n'ont pas besoin du secours de tous les sens pour parvenir à l'âme, il grandit à ses propres yeux, ce pauvre enfant jadis rebuté partout ; son cœur se dilate, il se sent plus près de Dieu et reçoit, lui aussi, sa part de bonheur. Voilà la vie qui convient au sourd-muet ; c'est aux travaux agricoles qu'il faut le former.

La Providence elle-même semble avoir indiqué cette voie, en ayant permis au Père Bélanger, grâce à la munificence de madame Masson, de réaliser enfin le vœu si cher à son cœur.

Au mois de février 1882, Madame Joseph Masson, *seigneuresse* de Terrebonne, si connue par ses grandes œuvres de charité, donnait, sans aucune condition, à l'institution des Sourds-Muets, un lopin de terre de plus de cent (100) arpents, situé à quelques minutes seulement de la ville de Terrebonne, le long du chemin de fer canadien du Pacifique, sur la ligne de Québec.

Le 8 mai 1882, on y installa une ferme-école avec quatre sourds-muets, sous la direction immédiate du Père Masse. La maison d'habitation, construite la même année, est un rectangle ayant 112 pieds de

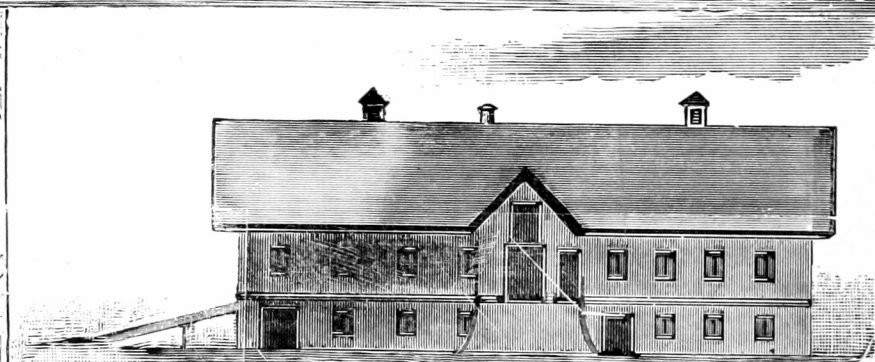
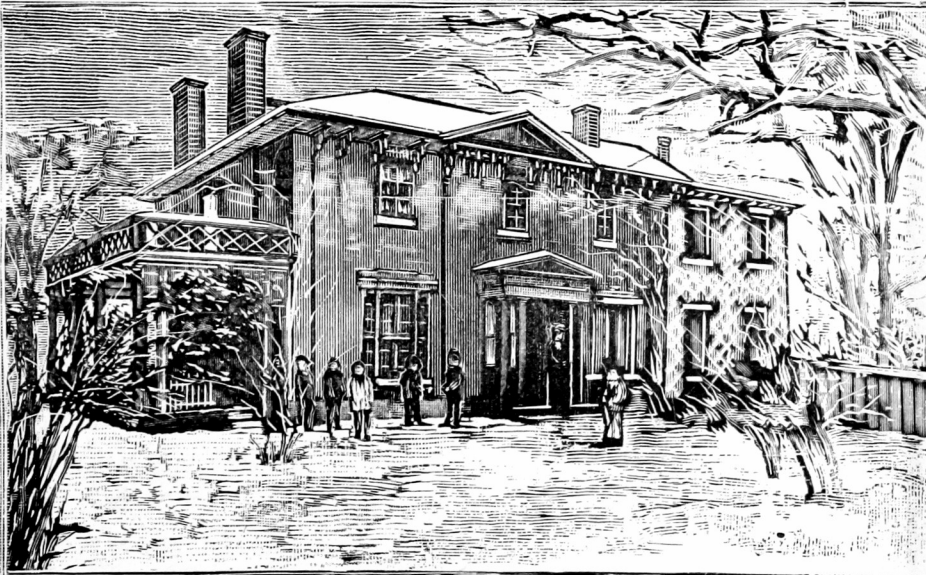
façade, à deux étages, avec de vastes greniers : le premier étage est solidement construit en belles pierres extraites de la propriété même, et le second en bois. On arrive au second étage, par une rampe en pente douce, d'accès très facile aux voitures et aux chariots.

C'est donc là que commença l'enseignement agricole des sourds-muets, sous la conduite du Frère Charest et la direction immédiate du Père Masse. Ces deux religieux, dans leur grand dévouement pour leurs chers élèves, se firent tour à tour architectes, mécaniciens et professeurs selon les besoins du moment.

Terrebonne qui mérite son nom au point de vue de la fertilité du sol, est un pays où l'on peut faire, avec profit, l'élevage des animaux : c'est de ce côté que l'on dirigea l'exploitation. Une partie de la ferme fut mise en pâturage, une autre partie réservée pour la culture des céréales, et une troisième partie pour les plantes fourragères, les pommes de terre, etc., etc.

A cette époque, le Révd Père Bélanger sollicita du Gouvernement Provincial, l'établissement d'une grande école expérimentale à Terrebonne où l'institution fixerait sa maison principale : il ne fut pas alors écouté. Comme d'un autre côté, on ne pouvait utiliser avec profit qu'un très petit nombre d'élèves, sur une propriété de cent (100) arpents cultivés en céréales et en fourrage, on dut songer à établir l'école d'agriculture des sourds-muets, *au nombre de quinze*, dans une situation plus favorable.

Non loin de Mile-End, dans la municipalité d'Outremont, se trouvaient en vente trois magnifiques



Grange-étable, de l'Ecole des Sourds-Muets, à Terrebonne.



Résidence et constructions rurales, Silo, etc., etc., de l'Ecole des Sourds-Muets, à Outremont, Montréal.

propriétés, admirablement bien situées et formant deux cents (200) arpents d'un seul tenant, consacrés en grand partie à la culture maraîchère et pouvant servir pour une bonne école d'agriculture : l'institut en fit l'acquisition et y transporta son école d'agriculture de Terrebonne, en 1887.

Sur une de ces propriétés, se trouvaient un cottage et des bâtiments de service situés près du chemin Sainte-Catherine, au pied même de la montagne. Ces constructions ont été conservées telles qu'elles étaient lors de l'achat, et dans le cottage, sont logés les éducateurs et les élèves. Naturellement, l'espace fait défaut et l'aménagement d'une maison privée se prête mal aux exigences d'une école ; mais les ressources ne permettaient pas davantage.

Les salons, à gauche en entrant, ont été transformés en chapelle ; la salle faisant face à la porte d'entrée sert de classes et de récréation ; à droite, se trouve le réfectoire. Le dortoir occupe le second étage, avec les chambres du Père Masse, directeur de la ferme, et celles des Frères chargés de l'enseignement et de la direction des travaux agricoles.

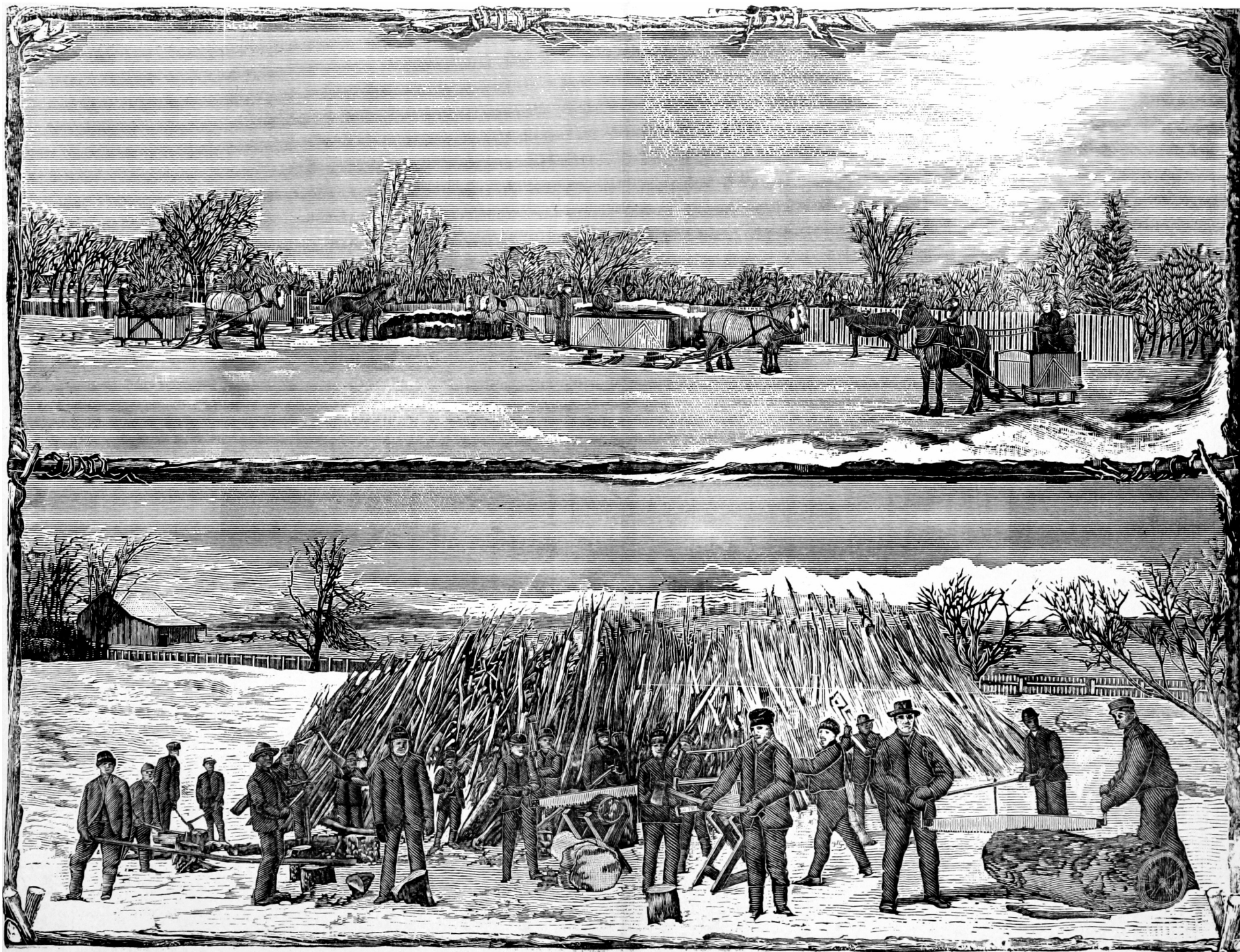
Vingt-deux élèves sourds-muets, munis des meilleurs instruments aratoires, sont actuellement à la ferme-école où ils apprennent la bonne culture maraîchère, tout en s'instruisant et se préparant à leur première communion ; car il faut bien remarquer que la culture des champs n'est pas la seule occupation des sourds-muets de l'école d'Outremont : le travail aux champs ou dans les granges ne s'élève jamais à plus de cinq (5) heures par jour, souvent il est moindre ; la culture intellectuelle est surtout l'objet de notre sollicitude pour ces pauvres enfants qui reçoivent trois heures de classe par jour.

Les bâtiments de service sont, comme la maison d'habitation, beaucoup trop étroits. Ils comprennent l'écurie, la vacherie et la porcherie, occupés actuellement par six chevaux, dont trois percherons, huit vaches de race croisée qui fournissent le lait à l'établissement et à l'institution, et une vingtaine de porcs. Voilà le cheptel vivant de la Ferme École ; il est minime, mais il faut attendre que les ressources permettent de construire les bâtiments de service nécessaires, pour loger convenablement les animaux de race perfectionnée. D'ailleurs, l'exploitation de la ferme ne se porte pas à l'élevage. Nous nous appliquons à profiter surtout de la position rapprochée de Montréal, pour faire à Outremont de la culture maraîchère, dont les produits trouvent en cette ville un débouché assuré et qui a l'avantage de ne pas limiter le nombre des bras utilement employés.

La ferme est consacrée en grande partie à la culture de la pomme de terre et des légumes, notamment de la rhubarbe. Un beau verger qui donne d'excellents fruits d'une vente facile, un petit vignoble, de grandes quantités de vignes sauvages cultivées maintenant, sont des accessoires fort utiles de la ferme : on fait un vin excellent avec la rhubarbe et le raisin sauvage.

Les céréales (*blé, avoine, orge*,) y sont cultivées sur un espace très limité, seulement à titre d'enseignement, de manière à donner aux élèves les notions nécessaires.

La culture maraîchère, on le sait, exige de nombreux travaux et il n'y en a pas qui puisse mieux apprendre aux élèves les diverses manières de traiter le sol, les sarclages, l'emploi des engrais et le drai-



Gravures représentant les élèves au travail et quelques-uns des chevaux de ferme à l'Ecole des Sourds-Muets, à Outremont, Montréal.

nage, toutes choses d'une importance extrême pour assurer le succès des récoltes et, s'il est permis de le dire, toutes choses extrêmement négligées dans notre pays, par la généralité des cultivateurs.

La fumure des terres, le nettoyage du sol, l'égouttement des champs, au moyen de rigoles bien entretenues, sont les conditions indispensables de toute bonne culture maraîchère : cependant combien peu de cultivateurs en tiennent compte ! Aussi sous ce rapport, la ferme-école d'Outremont est appelée, croyons-nous, à rendre de vrais services, en préparant d'excellents aides, imbus de bons principes ; car, le pauvre sourd-muet qui a la chance d'entrer dans notre école d'agriculture est certain d'en sortir sachant lire, écrire, calculer, pouvant faire un excellent jardinier, un bon laboureur, enfin un cultivateur modèle.



ETAT ACTUEL DE L'INSTITUTION.

Depuis la fondation de notre établissement environ sept cents (700) sourds-muets y ont reçu l'instruction nécessaire pour faire leur première communion et acquérir des notions suffisantes d'un travail manuel. Un grand nombre d'entre eux ont pu, grâce aux connaissances acquises, se créer des positions convenables, quelques-uns même venir en aide à leur famille.

Il est sorti de l'institution de Mile-End d'excellents ouvriers : menuisiers, tailleurs de marbre, sculpteurs, dessinateurs, graveurs, typographes et pressiers, tailleurs et couturiers, relieurs, cordonniers. Ainsi, à Montréal, nous trouvons trois tailleurs, quatre ou cinq cordonniers, plusieurs menuisiers tenant des boutiques pour leur propre compte. L'importante maison Morgan, à Montréal, emploie dans ses ateliers de couture des sourds-muets sortis de Mile-End. Ces exemples démontrent surabondamment le bien réalisé par notre maison malgré les faibles ressources dont nous pouvions disposer ; car, il ne faut pas oublier que notre institution est très insuffisamment subventionnée par le Gouvernement qui, malgré toute la bonne volonté possible, ne peut nous accorder qu'un subside annuel de \$9500.00.

La première subvention accordée à notre institution le fut en 1853, et était de \$600.00.

En 1871, sous l'administration Ouimet, cette somme fut élevée à \$1500.00, par l'influence de l'honorable sénateur L. H. Bellerose, alors membre pour Laval.

Plus tard, en 1875, sous le gouvernement de Boucherville, elle fut portée à \$5000.00

Enfin, en 1884, l'administration Ross-Taillon, par l'influence et la protection de l'honorable Louis Beau-bien, membre pour Hochelaga, voulut bien élever cette allocation au montant que nous recevons actuellement.

On comprend facilement qu'une aussi faible allocation nous fournit à peine les moyens de subvenir aux besoins les plus pressants ; car, au lieu de cent quinze (115) élèves que nous recevons actuellement, nous devrions en recevoir *au moins* trois cents (300) — notre local et nos finances le permettant — pour pouvoir répondre aux exigences de la Province.

Il est reconnu par tous ceux qui s'occupent de l'instruction des sourds-muets, qu'un élève ne peut coûter moins de \$150.00 à \$200.00, par année ; or, sur cette somme, la grande majorité des parents de nos enfants ne peuvent jamais payer plus de \$50.00, souvent moins. Nous ne surprendrons donc personne en disant que dans les conditions où nous nous trouvons, notre maison ne peut se soutenir que grâce aux efforts énergiques que nous faisons, et à la sage et habile administration de notre procureur, qui pratique la plus stricte économie pour nous fournir les ressources nécessaires à l'entretien de nos élèves, dont le nombre varie de cent quinze (115) à cent trente (130), dans nos deux écoles de Mile-End et d'Outremont. Notre personnel enseignant comprend trente (30) Pères et Frères.

Le matériel scolaire dont nous avons besoin est très coûteux et les machines pour nos ateliers sont très dispendieuses. Pour faire face à toutes ces charges, nous n'avons d'autres revenus que le produit de notre

travail, un secours minime du Gouvernement Provincial et la très faible pension exigée de nos élèves.

Cependant, on a vu quelles améliorations réclame notre maison. Forcément, il nous faudra bien attendre des temps meilleurs, pour commencer la construction d'un établissement où nous puissions séparer les élèves sourds-parlants des sourds-muets, et avoir une meilleure installation pour les classes et le logement des professeurs qui ont tout sacrifié, afin de laisser plus de place à leurs pensionnaires.

Mettons toute notre confiance dans la Divine Providence et espérons que, pour le bien de nos chers sourds-muets, la réalisation de nos intentions, n'éprouvera pas de trop longs retards.



Institution Catholique



Des Sourds - Muets

POUR LA PROVINCE DE QUEBEC

SOUS LA DIRECTION DES

CLERCS DE SAINT-VIATEUR

MILE-END, Montréal, P. Q.

CANADA.

RÈGLES ET RÈGLEMENTS POUR L'ADMISSION
DES ÉLÈVES.

Cette institution fondée en 1848, et incorporée en 1874, est placée sous le patronage de Sa Grandeur, Monseigneur l'Archevêque de Montréal, et protégée par le Gouvernement Provincial.

Située dans la partie la plus saine de la ville, au pied même du Mont-Royal, elle embrasse un coup d'œil magnifique et jouit d'un air pur et salubre, qui en font un établissement de première classe.

Cette institution est destinée aux enfants entièrement ou partiellement sourds, dont l'éducation ne peut se faire dans les écoles communes.

Ce n'est pas un asile, mais une vraie maison d'éducation, et on ne peut y admettre ou retenir que ceux qui, à une intelligence et à une santé au moins ordinaires, joignent de bonnes habitudes morales et sont âgés d'au moins neuf (9) ans ; ceux d'une santé délicate doivent avoir *au moins* douze (12) ans.

Les élèves sont constamment sous la surveillance de leurs maîtres, et la discipline est mise en force d'une manière ferme mais en même temps paternelle. On ne fait usage d'aucune punition corporelle : l'honneur et les récompenses sont les seuls moyens d'émulation.

Un élève dont la conduite morale et l'indiscipline seraient un exemple dangereux pour ses condisciples, est renvoyé immédiatement à ses parents.

A la fin de chaque semestre, un bulletin donnant la conduite des élèves, leur application et leur progrès dans les études, est envoyé aux parents ou aux gardiens.

Au département scientifique, nous avons joint un département industriel où les élèves, deux heures par jour, reçoivent une instruction théorique et pratique. Les différents métiers dont se compose ce département sont : *l'imprimerie*, la *stéréotypie*, la *reliure*, la *couture*, la *cordonnerie*, la *menuiserie*, la *peinture* et la *forge*.

Comme plusieurs de nos élèves sont fils de cultivateurs, et qu'un certain nombre d'entre eux désirent se livrer à l'agriculture, nous leur donnons, sur notre ferme d'Outremont, des leçons pratiques d'agriculture et d'arboriculture.

Le commencement de l'année scolaire est le seul temps déterminé pour l'admission des élèves ; nul ne sera admis après la rentrée, si ce n'est pour de graves raisons.

Comme nous ne pouvons recevoir qu'un nombre restreint d'élèves, il est désirable que les demandes d'admission soient faites en mai ou, au plus tard, en juin.

L'année scolaire commence le premier mercredi de septembre et se termine le troisième mercredi de juin. Aucune vacance n'est accordée au commencement de la nouvelle année.

Les paiements se font en deux termes, et chaque terme est strictement payable d'avance : moitié à l'entrée, moitié au *premier* février.

Aucune réduction considérable n'est faite sur les prix ordinaires, à moins d'un certificat de monsieur le curé de l'enfant, constatant l'impossibilité où se trouve cette famille de *payer* le *plein* montant demandé.

Il ne sera fait aucune déduction pour les absences des élèves, si ce n'est pour cause de maladie prolongée.

Les livres, les soins médicaux etc., sont à la charge des parents. Ceux-ci sont priés de déposer entre les mains du Procureur, la somme d'au moins deux (\$2.00) piastres, pour les dépenses imprévues de leurs enfants.

Les élèves doivent être pourvus de tous les habits mentionnés dans le trousseau et avoir une bonne malle, capable de contenir tous les articles qui devront porter le nom de l'élève.

Le costume, qui est obligatoire, doit être acheté et fait à l'institution.

Chaque élève, à son entrée, devra fournir son extrait de baptême.

TROUSSEAU.

1 costume au prix de \$10.00 à \$12.00.

2 habillements d'hiver,

2 " d'été,

4 chemises,

6 paires de caleçons,

6 mouchoirs,

2 fichus,

6 paires de chaussettes,

2 paires de chaussures.

1 paire de claques,

2 chapeaux,

1 casque,

1 pardessus d'hiver,

1 paire de mitaines,

1 paire de pantoufles,

Savon, peignes, brosses,

cirage, etc.

COURS D'ETUDES.

Le cours complet est de huit ans. Il comprend deux cours bien séparés : le français et l'anglais. Chacun de ces cours se subdivise en deux branches ; l'une a pour objet la *méthode orale*, par laquelle on instruit le sourd-muet à l'aide de la parole, de la lecture sur les lèvres et de l'écriture ; l'autre comprend la *méthode française* qui fait usage de la dactylologie et de l'écriture.

Les élèves qui peuvent apprendre à parler, comme ceux qui n'ont pas les aptitudes requises pour suivre le cours de l'articulation, sont instruits par la *méthode intuitive, dite naturelle*. Avec les premiers, on se sert de la parole et de la lecture sur les lèvres; avec les seconds, on remplace l'articulation par la dactylographie et l'écriture, à l'exclusion de tout signe.

La méthode orale n'est applicable, avec succès, que lorsque le sujet jouit du parfait exercice de ses facultés intellectuelles, qu'il n'a pas plus de quinze ans et qu'il doit suivre tout le cours.

Après avoir acquis la connaissance d'une langue, les élèves peuvent apprendre l'autre; mais jamais les deux à la fois.

Le cours d'études est celui d'une bonne académie commerciale. Il comprend : la Grammaire, l'Histoire, la Géographie, le Cathéchisme, quelques notions sur les sciences naturelles, l'Arithmétique, la Tenue des Livres, le Dessin, l'Articulation et la Lecture sur les lèvres, etc., etc.

CONDITIONS.

Pension et instruction	(année scolaire)	\$150.00
Blanchissage	" "	10.00
Couchette et sommier	" "	1.00

N. B. Le matelas et les autres garnitures du lit peuvent être fournis par les parents, ou loués aux conditions suivantes :

1 matelas et 2 oreillers -	-	-	\$1.50
1 couvre-pieds de couleur	-	-	} 3.50
2 Couvertures de laine	-	-	
4 draps de coton	-	-	
2 taies d'oreillers			

En deux termes payables d'avance : septembre et février.

A. M. D. G.

Institution des Sourds-Muets,

MILE-END

MONTREAL,

Que.

On voudra bien répondre aux questions suivantes en demandant l'entrée d'un Sourd-Muet.

1° Quels sont les noms et prénoms de l'élève ?

.....

2° Où est-il né ?

.....

3° En quelle année ?..... mois ?.....
jour ?.....

4° Est-il né sourd ?

.....

5° Si non, à quel âge a-t-il perdu l'ouïe ?

.....

6° Quelle est la cause supposée de sa surdité ?

Précisez

7° Quel est son degré de surdité ?

.....

8° A-t-il déjà eu quelque maladie contagieuse, comme la petite vérole (*picote*) ?.....

9° A-t-il été vacciné avec succès ?

.....

10° Si oui, quand ?

.....

11° Est-il affligé de quelque maladie nerveuse ou de quelque infirmité?.....

12° Quel est l'état ordinaire de sa santé ?

.....

13° Combien a-t-il de frères ?..... de sœurs ?....

14° Quel âge a l'aîné des enfants ?

.....

15° Y avait-il parenté **entre** le père et la mère avant leur mariage ?..... A quel degré ?.....

16° Quels sont les noms et prénoms du père et de la mère ?.....

.....

17° Quel est leur état ?

.....

18° Quelle est la station du chemin de fer ?

.....

Le Bureau du télégraphe ?.....

“ “ de Poste ?.....

Adresse des parents ou du protecteur de l'élève ?

.....

Paroisse ?.....

Comté ?.....

Province.....

.....

Remarques :

Catholic + Institution



FOR DEAF-MUTES

IN THE PROVINCE OF QUEBEC

UNDER THE DIRECTION OF THE

→ CLERICS OF SAINT - VIATOR ←

MILE-END, MONTREAL, P. Q.

CANADA.

RULES AND REGULATIONS FOR THE ADMISSION OF PUPILS.

This Institution founded in 1848, and incorporated in 1874, is placed under the patronage of His Grace, the Archbishop of Montreal, and protected by the Provincial Government.

It is situated in the healthiest part of the city, on the northeastern side of "Mount Royal." The beautiful scenery of the surrounding country and the pure, bracing air of the mountain, contribute to render this Institution a first class establishment.

Montreal, the business center of the whole Dominion, is easily accessible on all sides by the Grand-Trunk and Canadian Pacific Railways; in summer time, on the East and West, by the Ontario and Richelieu boats.

This Institution is intended for children who are entirely or partially deaf, and cannot be educated in common schools.

It is not an asylum, but a school for imparting knowledge, and none can be admitted or retained, except those who have, at least, ordinary vigor of mind and body, good moral habits, and attained their ninth year—unhealthy boys must be twelve years old.

Pupils are constantly under the supervision of their professors, and the discipline is enforced in a strict, though kind manner. Corporal chastisements are not resorted to : honor and rewards are the only means of emulation. Pupils found guilty of immorality or open resistance are in danger of being expelled.

At the end of every scholastic quarter, a report stating the conduct of the pupils, their application and progress in studies, is sent to parents or guardians.

To the scientific department, we have added an industrial one, in which the pupils receive every day, two hours of theoretical and practical lessons. Different trades can be learned in the following departments : *printing, stereotypography, book-binding, shoe-making, tailoring, joinery, painting and blacksmithing.*

Practical lessons in agriculture and arboriculture are given to pupils who are farmers' sons, or who desire to devote themselves to agriculture in after life.

The beginning of the scholastic year is the only time deemed suitable for the admission of pupils, and none will be received or readmitted at any other time, save for the most urgent reasons.

The number of pupils being limited, it is desirable that all applications for an admission, be made either in May or, at least, in June.

The scholastic year opens on the first Wednesday of September and closes on the third Wednesday of June. There are no Christmas nor Easter holidays.

Payments to be made half yearly : in September and February, strictly in advance.

No deduction is made for absence, except in case of protracted illness.

No important deduction will be allowed on regular prices, unless a certificate of the pupil's parish priest show the impossibility for the family to pay the full terms.

Books, stationary and medical attendance are extra charges. As no advance is made by the Institution, parents will please deposit with the Treasurer, the sum of, at least, two (\$2.00) dollars, for incidental expenses.

Pupils will come well supplied with all the clothes mentionned in the "*Outfit*," and have a good substantial trunk : every article should be marked with the name of the owner.

The uniform is *requisite* and should be bought and made at the Institution.

Every pupil, on his entrance, has to produce his baptismal record.

OUTFIT.

1 uniform at \$10.00 or \$12.00.

2 winter suits

2 summer "

4 shirts

6 pair drawers

6 handkerchiefs

2 neckties

6 pair stockings

2 pair boots

1 pair rubbers

2 hats

1 fur cap

1 winter overcoat

1 pair mittens

1 pair slippers

Soap, brushes, combs,

blackening, etc.

COURSE OF STUDIES.

The full period of education and instruction is eight years. It includes two distinct courses : the English and French. Each of these courses is subdivided into two branches, one taught by means of the *oral method*, viz : speech and lip-reading, and the other after the *French Method*, which makes use of dactylology and writing.

The pupils who can attain speech, as well as those who have not the dispositions required to follow the course of articulation, are instructed after the *Intuitive or natural Method*. With the former, articulation and lip-reading are used ; with the latter, articulation is replaced by dactylology and writing : all signs being suppressed.

The oral method is applicable with success only to those who possess the use of all their intellectual faculties, and who, not being over fifteen years of age, are to follow the whole course.

Having acquired the knowledge of one language, a pupil may study the other, but both languages can never be taught simultaneously.

The course of studies is that of a good commercial academy and embraces Catechism, Grammar, History, Geography, the outlines of natural sciences, Arithmetic, Book-Keeping, Drawing, Articulation, Lip-Reading, etc., etc.

TERMS.

Board and Tuition	(<i>scholastic year</i>)	\$150.00
Washing	" "	10.00
Bed and spring	" "	1.00
N. B. The mattress and bedding may be furnished by parents or hired at the following conditions :		
1 Mattress and 2 pillows	-	\$1.50
1 Quilt	-	} 3.50
2 Blankets	-	
4 Sheets	-	
2 Pillow cases	-	

Payable in advance : September and February.

Institution for Deaf-Mutes.

MILE-END

MONTREAL

Que.

***Every applicant should give full and explicit answers
to the following questions :***

1. What are the names in full of the applicant ?

Ans.....

2. Where was he born? *Ans*.....

3. In what year?..... month?..... day?.....

4. Was he born deaf? *Ans*.....

5. If not, at what age did he loose hearing and how?

Ans.....

6. What is the supposed cause of his deafness?

Ans.....

7. What is the degree of deafness?

Ans.....

8. Has he ever had any contagious decease, as small-pox? (*State which*)

Ans.....

9. Has he been vaccinated with success? *Ans*.....

If so, when? *Ans*.....

10. Has he any bodily infirmity, or difformity, or mental defect? *Ans*.....

11. Does he enjoy good health?

Ans......

12. How many brothers?..... and sisters?has
the applicant?

13. How old is the eldest of the children?

Ans......

14. Was there any relationship between parents be-
fore marriage?.....at what degree? *Ans.*.....

15. What are the names in full of his father and
mother? *Ans.*.....
.....

16. What is their condition? *Ans.*.....

17. What language is he to learn? *Ans.*.....

18. What is the Railroad Station?

Ans......

Telegraph office? *Ans.*.....

Post office? *Ans.*.....

Address of the father or guardian of the applicant :

Name?.....

Parish?.....

County?.....

Province?

.....

Remarks:

—

→ PROGRAMME DES ETUDES ←

POUR L'INSTRUCTION DES SOURDS-MUETS

METHODE MIXTE.

1^e ET 2^e ANNEES.

Articulation. — Exercices préliminaires : — Respiration régulière. Distinction des éléments constitutifs de la parole. — Formation des sons et leur liaison. En même temps s'apprend la lecture sur les lèvres.

Enseignement intuitif. — Premiers éléments de la langue enseignés à l'instar de la mère instruisant son enfant, donnés sous la forme intransitive ou impérative. Tous les exercices doivent être écrits sur des cahiers Exercices de mémoire. — Acheminement à la composition. Narration des faits. — Connaissance des temps présent, passé et futur au moyen d'actions.

Arithmétique. — Numération de 1 à 100. Adjectifs numériques ordinaux. Connaissance de l'argent. - Addition et soustraction simples, mentalement ou par écrit, sur exposé bref, facile et pratique, toujours conforme en autant que possible à la méthode intuitive.

Leçons de choses. — Montrer un objet soit en nature, soit en image ; en indiquer le nom, l'action, les qualités. — Propositions simples. Phraséologie graduée sur des sujets bien connus, par exemple : *le chat, l'arbre, la table, etc.*

Dessin. — Premiers éléments.

Religion. — Quelques notions sur les principales vérités. — Petites prières sous forme d'invocations : *Pater, Ave, Credo.*

Journaux. — Faits et gestes remarquables durant les classes, les récréations, les ateliers, etc. — Pratique des différentes difficultés ou règles enseignées en classe. — Ces journaux se rédigent durant les récréations.

Ecriture. — Minuscules et majuscules. — Ecriture commerciale, système "Palmer."

3^e ET 4^e ANNEES.

Articulation. — Continuation des exercices précédents afin de faire acquérir aux élèves une prononciation nette et facile, et de perfectionner la lecture sur les lèvres. — Parler en chœur. — Articulation des propositions. Récitation des leçons, verbalement. — La classe se fait par la parole et la lecture sur les lèvres plutôt que par l'écriture.

Enseignement intuitif. — Continuation de l'enseignement linguistique en élevant et en étendant la nature et la forme des commandements, obligeant les élèves à questionner leur professeur ou autres personnes, à se questionner entre eux à tour de rôle. — Petites narrations. Description des choses réelles en distinguant leurs qualités, leurs parties et leur but ; y ajouter quelques réflexions morales. — Exercices phraséologiques avec gradation des difficultés grammaticales et des différentes parties du discours. — Conjugaison des verbes, etc. Connaissance de tous les temps des verbes à l'exception des temps passés du subjonctif.

Arithmétique. — Numération. — Addition et soustraction (*exercices gradués*). — Multiplication et division. — Exercices faits mentalement et problèmes gradués — Nouveaux développements sur la connaissance des monnaies. — Enseignement pratique des poids et mesures.

Leçons de choses. — Description des objets présentés aux yeux des élèves. — Compositions plus développées et plus détaillées sur la maison, ses habitants, les animaux domestiques, etc., etc.

Dessin. — Dessin au crayon, linéaire et à la plume.

Religion. — Doctrine Chrétienne. — Prières en entier.

Histoire Sainte. — Création. — Adam et Eve. — Promesse du Rédempteur. — Les premiers patriarches jusqu'à Joseph, et depuis Joseph jusqu'à la conquête de la Terre Promise.

Géographie. — La maison et ses alentours, le village que l'on habite, la ville, le comté, la Province de Québec, le Canada, le continent Américain.

Ecriture. — Système "Palmer" continué.

Journaux. — Le journal se fait comme dans les premières années avec de plus amples détails. — Lecture de journaux ou de livres à la portée des élèves.

Histoire du Canada. — Quelques notions.

5e ET 6e ANNEES.

Articulation. — La classe se fait exclusivement par la parole et la lecture sur les lèvres. La prononciation est soignée durant la récitation des leçons quotidiennes et durant les lectures. Au besoin quelques instants de la classe sont consacrés pour la correction des sons défectueux.

Enseignement intuitif. — Continuation des exercices linguistiques d'après la méthode intuitive où sont classées les règles grammaticales et les parties du discours. — Narration d'actes exécutés par les élèves, de faits journaliers, ordinaires ou éventuels. Description de choses et de scènes familières, réelles ou prises des tableaux en rapport avec la méthode. — Lettres narratives, descriptives, de demandes, de remerciements, de condoléances. — Connaissances des principaux termes grammaticaux. — Analyses simples. — Distinction des verbes intransitifs, transitifs, passifs et réfléchis. — Notions sur les propositions, simple, composée et complexe, et sur les divers compléments. — Conjugaisons. — Connaissance de tous les temps des verbes.

Arithmétique. — Monnaies, poids et mesures. — Problèmes sur les quatre opérations, avec et sans fractions. — Règles de trois, d'intérêt, de société simple et composée. — Règles d'es-compte.

Géographie. — L'Europe, l'Asie, l'Afrique et l'Océanie.

Histoire du Canada. — Domination française. — Domination anglaise jusqu'à l'Union des Canadas.

Histoire naturelle. — Les animaux, les minéraux, les végétaux, leur classification. — Le corps humain.

Sciences physique et sociale. — Notions élémentaires sur la physique, l'hygiène, la politesse, le gouvernement civil et les lois. — Notions sur l'univers, la terre, les eaux, le ciel, l'homme, la famille, la patrie, les productions de la nature, les industries, les professions, les arts et métiers.

Dessin. — Démonstration et construction des principales formes géométriques. — Paysages. — Divers modèles au crayon, à l'huile et à la plume.

Écriture. — Divers caractères. — Écriture *automatique*, système "Faust."

Religion. — Catéchisme en entier. — Résumé ou notes copiées dans des cahiers *ad hoc*. — Prières en entier.

Histoire Sainte. — Époque des Juges, des Rois jusqu'à la captivité de Babylone. — Depuis la captivité jusqu'à la naissance du Sauveur. — Principaux faits de la vie de Jésus-Christ.

Journaux. — Comme dans les années précédentes. — Lectures, etc., etc.

7^e ET 8^e ANNEES.

Articulation. — Toutes les explications, instructions ou conversations ne se font que par la parole et la lecture sur les lèvres.

Enseignement intuitif. — Mêmes exercices de compositions que ceux indiqués aux 5^e et 6^e années, leur donnant plus d'extension, mais toujours d'une manière graduée et pratique. — Synonymes de mots et de phrases, même au figuré. — Exercices de raisonnement. — Dialogues. — Règles grammaticales et difficultés phraséologiques. — Toutes les formes de conjugaisons et tous les temps des verbes.

Arithmétique. — Comme dans les 5^e et 6^e années, avec problèmes plus compliqués. — Mesurage. — Tenue des livres.

Géographie. — En entier, avec détails.

Histoire du Canada. — Revue des années précédentes en détail, et jusqu'à nos jours.

Histoires. — Notions élémentaires sur l'histoire des pays les plus en rapport avec le Canada.

Histoire naturelle. — Continuation plus étendue des 5^e et 6^e années.

Sciences physique et sociale. — Comme aux 5^e et 6^e années.

Dessin. — Comme l'année précédente.

Ecriture. — Divers caractères : gothique, bâtarde, etc.

Religion. — Résumé avec notes explicatives. — Controverse.

Histoire Sainte. — Narration des principaux faits de la vie de N. S. J.-C. considéré comme notre Guide, notre Maître et notre Rédempteur.

Histoire de l'Eglise. — Notions élémentaires.

Journaux. — Comme aux 5^e et 6^e années.

REMARQUES.

1. Les signes naturels sont tolérés durant la première année d'étude.

2. Durant les trois premières années, et tout le reste du cours pour les sourds non-articulants, les explications se donnent, en classe, par la dactylologie ou par l'écriture.

3. Après la première année, les sourds-articulants sont séparés des sourds-muets et pour la classe et pour les récréations.

4. Depuis la troisième année jusqu'à la fin du cours, pour les articulants, les classes se font et les instructions se donnent par la parole. Ainsi ces élèves reçoivent toute leur instruction au moyen de la lecture sur les lèvres et de l'écriture.

5. Les élèves peuvent généralement être admis à la première communion dans la cinquième année d'étude.

6. Pour tout le cours, nous ne suivons que les livres ou les manuscrits préparés ou édités par nous, dans l'intérêt de nos élèves.

→ PROGRAMME OF STUDIES ←

FOR THE INSTRUCTION OF DEAF-MUTES

COMBINED SYSTEM.

First and Second Years.

Articulation. — Preliminary exercises. — Regular respiration. — Formation and combination of sounds. — Vowels, monosyllables, dissyllables and polysyllables. — In the meantime, the pupil will learn lip-reading.

Intuitive teaching. — The first instructions in language will be given after the manner of a mother teaching her child, using the intransitive and imperative forms.—All these exercises are to be written on copy-books. — Training of the memory. — First lines in composition. — Learning the present, past and future tenses, by means of actions.

Arithmetic. — Numeration from 1 to 100. — Ordinal adjectives. — Addition and subtraction by means of coins and bank-notes. — Simple addition and subtraction, mental and written, after a short and easy process.

Object lessons. — Showing an object either real or represented; telling its name, qualities, actions, etc. — Simple sentences.—Progressive phraseology on well known subjects as : a cat, a tree, a table, etc.

Drawing. — Elementary principles.

Religion — Notions on fundamental truths. — Short prayers, consisting in invocations. *Pater, Ave, Credo.*

Diary. — Events and deeds remarked in school, recreation and workshops etc., using the words already learned. — This diary to be made up during recreation hours.

Penmanship. — Small and capital letters. — Business writing; “Palmer’s muscular movement system.”

Third and Fourth Years.

Articulation. — Preceding exercises continued, in order to give the pupils a clear and easy pronunciation and to improve

lip-reading.—Pupils speaking all together. — Articulation of sentences. — Oral rather than written recitations : speech and lip-reading in class, being preferable to writing.

Intuitive teaching. — Continued as in the preceding years, extending the usual exercises, requiring the pupils to ask questions of the teacher or anybody else, and to do so among themselves.—Short narrations.—Description of objects, distinguishing their qualities, their various parts, and the end for which they were made ; adding some moral reflections. — Progressive exercises relating to grammar and parts of speech.—Conjugation of verbs etc.

Arithmetic. — Numeration. — Addition and Subtraction, (*progressive exercises*).—Multiplication and Division. — Mental and written problems. — A more thorough knowledge of coins and paper money. — The practical principles of weights and measures.

Object lessons. — Description of objects. — More detailed compositions on houses, animals etc.

Drawing. — Ornamental, linear and pen drawing.

Religion. — Christian doctrine. — Prayers, thoroughly mastered.

Sacred history. — The creation. — Adam and Eve.— Promise of a Redeemer. — The first Patriarches up to Joseph, and from Joseph to the conquest of the Promised Land.

Geography. — The school and its surroundings, the village or town, and the county in which it is situated ; the Province of Quebec.— Canada, North and South America.

Penmanship. — Palmer's muscular movement writing continued.

Diary. — As in the preceding years with further particulars. Reading of newspapers and books, according to knowledge of language.

History of Canada. — Outlines.

Fifth and Sixth Years.

Articulation. — All instructions given exclusively by means of speech and lip-reading. — Special attention is given to clear and distinct articulation, while reading or reciting. If necessary, extra time will be devoted to the correction of defective articulation.

Intuitive teaching.—The exercises of the intuitive method continued. — Grammatical rules. — Parts of speech learned in a progressive manner. — Narrations on every day facts and other ordinary and daily occurrences. — Descriptions of familiar scenes, either taken from nature or engravings. — Letters of thanks, condolence etc., etc. — Explanation of the principal grammatical terms. — Parsing. — The distinction between transitive, intransitive and passive verbs. — Analysis of simple, compound and complex sentences. — Practical exercises.

Arithmetic.— Tables of money, weights and measures.— Exercises on the four fundamental rules, with and without fractions.—Simple proportions.—Simple and Compound Interest. Discount.

Geography. — Europe, Asia, Africa, Oceanica.

History of Canada.—French Domination.— English Domination to the Union of the two Canadas.

Natural History. — Animals, plants, vegetables, minerals, their classification. — The human body.

Physical and Social Sciences. — Outlines in physics and chemistry. — General idea of the Universe : the earth, the heavens, etc. — The various productions of the earth. — Man, Family. Civil and political society.—Various forms of governments.—The liberal professions. — The fine arts etc., etc.

Drawing. — Demonstration and construction of the various geometrical forms of figures.—Sketches.—Portraits, crayon and oil painting.

Penmanship.— Different texts.—Automatic writing. (*Faust's system*).

Religion. — Catechism. — Outline of the whole doctrine. — Prayers.

Sacred History. — The most important facts of Jewish history, in the time of the Judges and Kings of Israël up to the Babylonian Captivity, and from the Captivity to the birth of Christ. — The principal deeds of our Lord.

Diary.—Continued as in the preceding years.—Readings, etc.

Seventh and Eighth Years.

Articulation. — As in the fifth and sixth years.

Intuitive teaching. — The same exercises as in the fifth and sixth years, more extensive while always practical.—Synoni-

mous words and phrases, even in a figurative sense. — Exercises on reasoning. — Familiar dialogues. — Grammatical rules and a more developed phraseology.

Arithmetic. — Rendering the exercises of the fifth and sixth years a little more difficult. — Mensuration. — Book-keeping.

Geography. — The two hemispheres with full details.

History of Canada. — A general review up to our days.

Natural History. — Same as fifth and sixth years.

Physical and social sciences. — Same as fifth and sixth years with greater developments.

Drawing. — Continued.

Religion. — Controversy : Church history, outlines.

Penmanship. — German text, etc.

Diary. — Same as fifth and sixth years.

Histories. — Outlines on the history of neighboring countries.

Sacred history. — Deeds of our Lord, considering him as our Redeemer, Guide and Master.

REMARKS.

1°. Natural signs are tolerated during the first year of study.

2°. During the first three years, the pupils who follow the oral method, and during the whole course, the non-speaking pupils, receive dactylological and written explanations or instructions.

3°. After the first year, the pupils who follow the oral method are kept completely separate from the others.

4°. From the third year, up to the end of the course, the pupils of the oral department are exclusively taught by speech. Thus, these pupils receive instruction by means of lip-reading and writing.

5°. As a rule, pupils may be admitted to make their first Communion, in the fifth year of the course of studies.

6°. None but books and methods prepared or edited by the Institution are used during the whole course of studies. These books having been prepared to the point and for the greater advantage of students.

ORDRE DES EXERCICES.

H. M.		A. M.
5. 00	—	Lever et toilette.
5. 30	—	Prière et étude.
6. 15	—	Sainte-Messe.
6. 45	—	Déjeuner.
7. 00	—	Récréation.
8. 00	—	Classe.
9. 00	—	Ateliers.
10. 00	—	Sortie.
10. 10	—	Classe.
11. 50	—	Fin de la classe.
12. 00	—	Diner.

		P. M.
12. 30	—	Récréation.
1. 30	—	Etude.
2. 00	—	Classe.
3. 15	—	Sortie.
3. 30	—	Classe.
4. 30	—	Récréation.
5. 00	—	Ateliers.
6. 00	—	Fin des travaux.
6. 30	—	Souper.
7. 00	—	Récréation.
8. 00	—	Prière.
8. 15	—	Coucher.

JOURS DE CONGE.

MARDI

H. M.		P. M.
12. 30	—	Récréation.
2. 00	—	Classe de dessin.
3. 00	—	Récréation.
6. 30	—	Souper.
7. 00	—	Récréation.
8. 00	—	Prière.
8. 15	—	Coucher.

JEUDI

H. M.		P. M.
12. 30	—	Récréation.
6. 15	—	Bénédictio du T. S. Sacrement.
6. 30	—	Souper.
7. 00	—	Récréation.
8. 00	—	Prière.
8. 15	—	Coucher.

DIMANCHES ET FETES.

H. M.		A. M.
5. 00	—	Lever et toilette.
5. 30	—	Prière et étude.
6. 15	—	Sainte-Messe.
7. 00	—	Déjeuner.
7. 15	—	Récréation.
9. 30	—	Lecture des notes (<i>Dimanche</i>).
10. 00	—	Classe de dessin.
11. 00	—	Récréation.
12. 00	—	Dîner.
		P. M.
12. 30	—	Récréation.
2. 00	—	Instruction à la chapelle ou Classe.
2. 30	—	Bénédictio du T. S. Sacrement.
3. 00	—	Récréation.
4. 00	—	Etude.
5. 00	—	Récréation.
6. 00	—	Souper.
6. 30	—	Récréation.
8. 00	—	Prière.
8. 15	—	Coucher.

A. M. D. G.

ORDER OF EXERCICES.

H. M.		A. M.
5. 00	—	Rise.
5. 30	—	Prayer and study.
6. 15	—	Holy Mass.
6. 45	—	Breakfast.
7. 00	—	Recreation.
8. 00	—	School.
9. 00	—	Shops.
10. 00	—	Recess.
10. 10	—	School.
11. 50	—	Recess.
12. 00	—	Dinner.
		P. M.
12. 30	—	Recreation.
1. 30	—	Study.
2. 00	—	School.
3. 15	—	Recess.
3. 30	—	School.
4. 30	—	Recreation.
5. 00	—	Shops.
6. 00	—	Recess.
6. 30	—	Supper.
7. 00	—	Recreation.
8. 00	—	Prayer.
8. 15	—	Retire.

HOLIDAYS.**TUESDAY.**

H. M.		P. M.
12. 30	—	Recreation.
2. 00	—	Drawing.
3. 00	—	Recreation.
6. 30	—	Supper.
7. 00	—	Recreation.
8. 00	—	Prayer.
8. 15	—	Retire.

THURSDAY

P. M.

12. 30	—	Recreation.
6. 15	—	Benediction of the Blessed Sacrament.
6. 30	—	Supper.
7. 00	—	Recreation.
8. 00	—	Prayer.
8. 15	—	Retire,

SUNDAYS AND FEASTS

H. M.

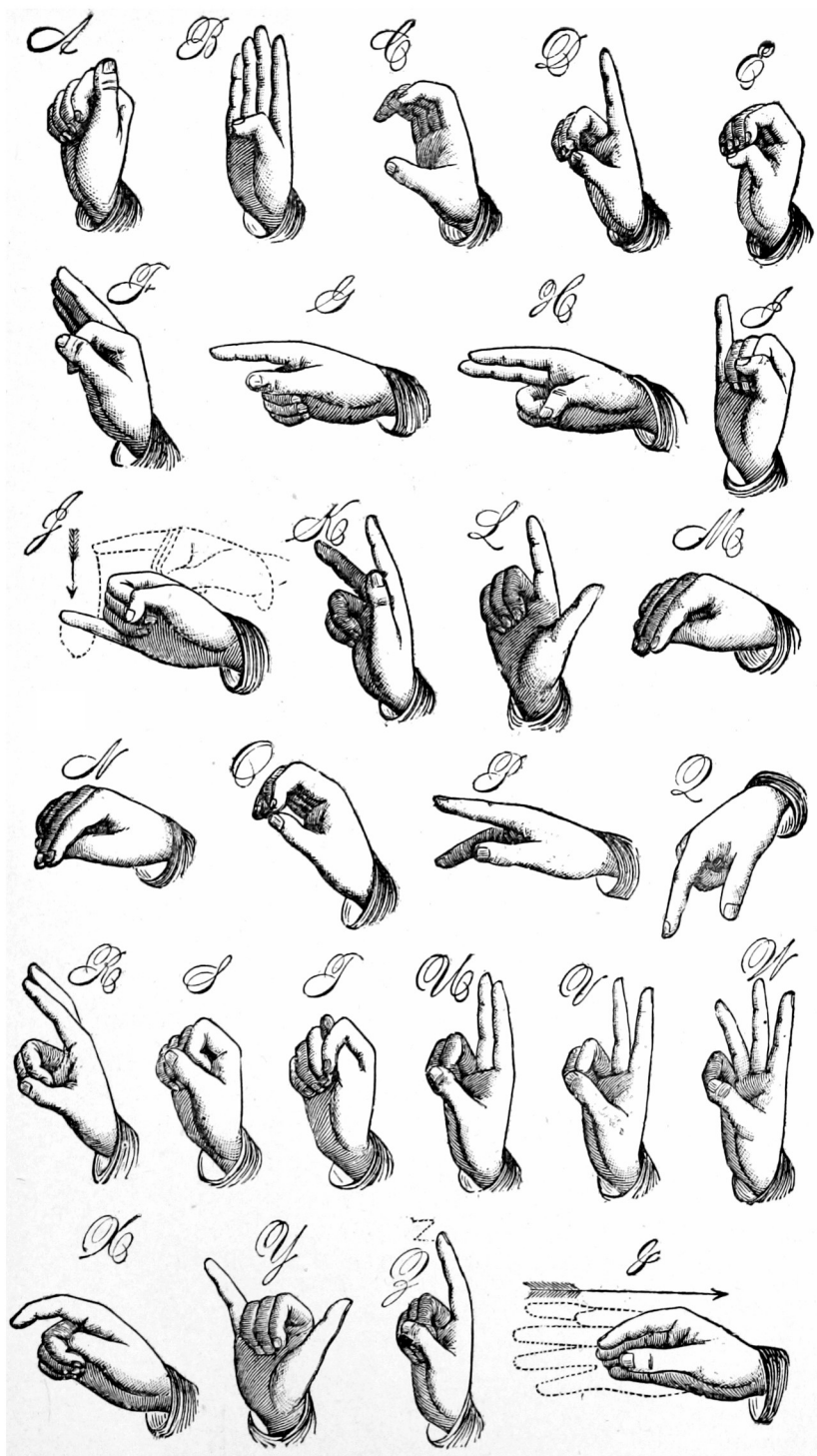
A. M.

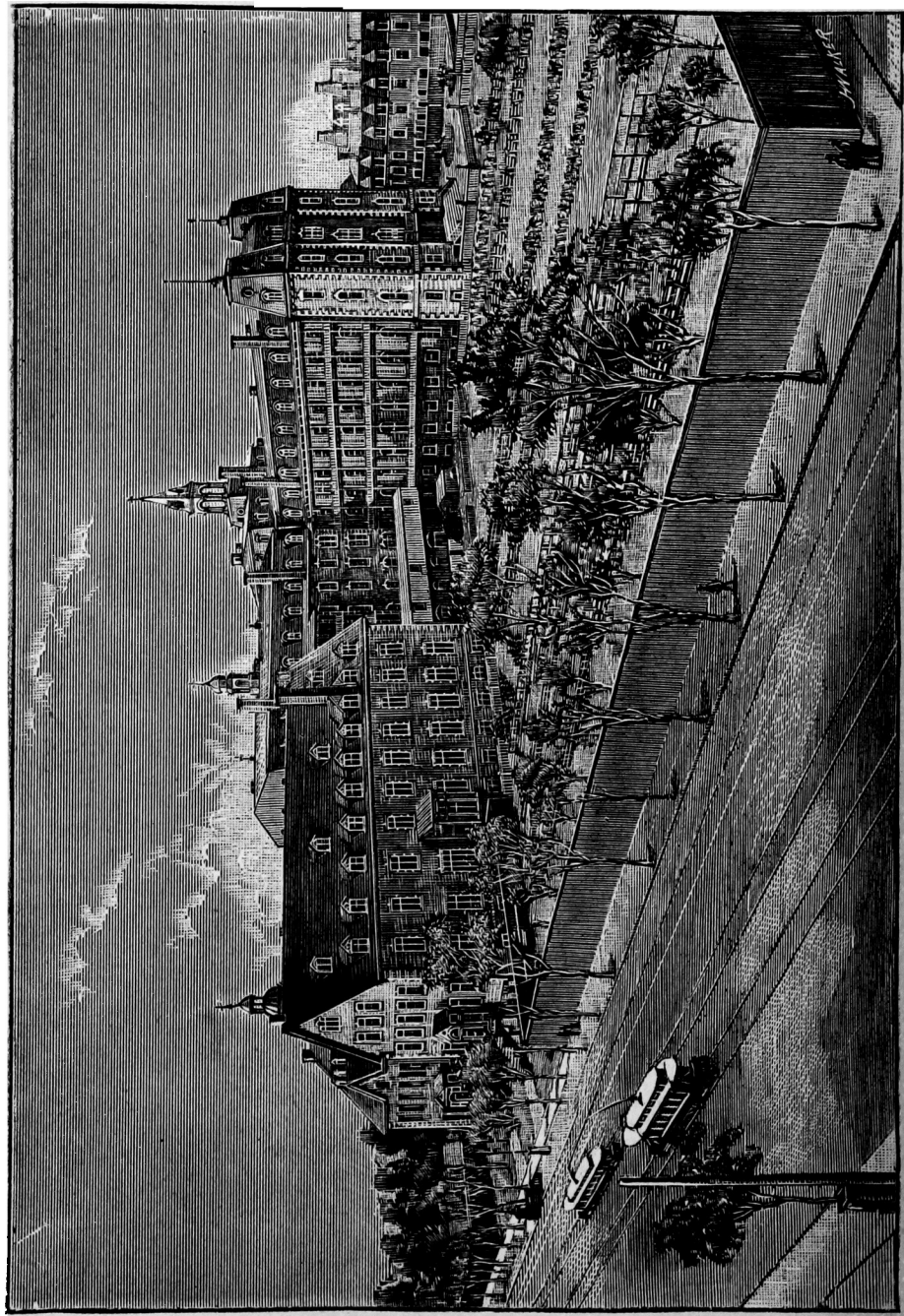
5. 00	—	Rise.
5. 30	—	Prayer and study.
6. 15	—	Holy Mass.
7. 00	—	Breakfast.
7. 15	—	Recreation.
9. 30	—	Reading of the Notes (<i>Sunday</i>).
10. 00	—	Drawing.
11. 00	—	Recreation.
12. 00	—	Dinner.

P. M.

12. 30	—	Recreation.
2. 00	—	Sermon or Catechism.
2. 30	—	Benediction of the Blessed Sacrament.
3. 00	—	Recreation.
4. 00	—	Study.
5. 00	—	Recreation.
6. 00	—	Supper.
6. 30	—	Recreation.
8. 00	—	Prayer.
8. 15	—	Retire.

A. M. D. G.





Institute for the Female Deaf and Dumb, 595 St. Denis Street, Montreal.

CANADA

INSTITUTE

FOR THE

FEMALE DEAF & DUMB

OF THE

Province of Quebec

UNDER THE DIRECTION OF THE

Sisters of Charity of Providence,

595 ST. DENIS STREET,
MONTREAL.



. . . COLUMBIAN EXHIBITION . . .
1893

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INSTITUTE
FOR THE
Female Deaf and Dumb
OF THE
Province of Quebec.



I

INTRODUCTION

This Institute was created in 1851, in the little town of Longue-Pointe, by the Sisters of Charity of Providence, and under the auspices of Mgr. I. Bourget, Bishop of Montreal. It was subsequently removed to the city of Montreal in 1858, and finally established in 1864 on its actual ground between S. Denis, Berri, Cherrier and Roy Streets, which ground covers an extent of nearly 8 acres.

It has a rather exceptional site : standing on that height which seems to rise as the first step of Mount Royal, it enjoys an admirable view on the City and on the valley of the St. Lawrence, while it is surrounded with a remarkably salubrious atmosphere ; its large body of buildings is isolated from the bordering streets on the N. W. and S. W , by vast fruit and vegetable gardens, which are agreeably ornamented with trees.

The second end of the Institution is to give to the Female Deaf and Dumb a teaching which on one side develops their intelligence and enables them to fill the duties of social life, and on the other, prepares them for a position that will assure their subsistence.

In order to more surely reach this double end, the Institution has always endeavored to give to its teaching all possible perfection, even through great sacrifices. The Foundress, with one of her Sisters, had first been to the United-States in 1853, to study under the celebrated professor Isaac Peet, director of the New-York Deaf-Mute Institution *Washington Heights*. After having been teaching by the means of signs, to which she even added some trials of articulation, she crossed to Europe in 1870, to become thoroughly acquainted with the so-called Oral Method which was highly praised; and, upon her return,—July 1870,—she inaugurated in her School and in this country the regular teaching of articulation and of reading on the lips, which even contributed to the instruction of some pupils. Later on, in 1879, the Institution, after having sent a delegate to Europe to make long studies of the various methods, finally adopted the pure Oral Method in its full rigor. Since then, it has also taken advantage of new studies and observations made either in Europe or in the United States, and it keeps itself always acquainted with all the new trials and improvements which relate to the intellectual and industrial training of the Deaf and Dumb.

Again in the pursuit of this double end, a rather maternal and persuasive system of rules is resorted to, in order that the Deaf and Dumb may find if possible in the Institution the attentions and solicitude of their absent parents.

The regular age of admission is 9 years; in some cases however, grievous reasons might lead to the admission of a child under that age.

For the safer conveyance of the children, and to save expenses and trouble to parents, every year, two Sisters of the Institution are sent to Quebec, either to take along with them the children of that region when the classes open, or to see them off when the classes close.

As soon as possible, a special department is intended to be

created for the benefit of those children who, being too young to follow the general order of the Institution, would nevertheless be able to commence their course of articulation in a junior class, and in the mean while would thereby be sheltered from so many miseries which families are often powerless to avert.

The regular course of training requires 8 years, which may be followed by 3 complemental years devoted to the improving of industrial knowledge.

2.—*Method.*

As a general method, the teaching is given in a thoroughly practical and eye-striking manner, by means of persons, actions things, pictures and comparison.

Two essentially different and separate methods are followed by the pupils,—the Oral Method and the Manual Method.

1o THE ORAL METHOD ; education of the hearing.

The Intuitive pure Oral Method, which excludes the signs and the alphabet of the fingers, is followed in its full rigor in the Institution. It first trains its students to articulate and speak and to read on the speaker's lips, then it teaches them *viva voce*; it employs writing only as secondary means and to help the memory, and thereby the students are accustomed to attach ideas directly to articulate words,—which makes their speech more spontaneous.

This Method has been adopted here in its full application in 1879 as stated above; it then composed its first classes of the beginning pupils, and of some others who had already commenced their course, and acquired sufficient notions of articulation and reading on the lips to recite their lessons and receive explanations "*viva voce*". Among the pupils it has trained up to this date, we know 60 who after their studies have continued to make an habitual use of speech in their relations with society.

The Oral Method is applied even to students of narrow understanding and advanced age, especially when there is a hope that they can remain all the regular time: for the results even so humble that they obtain from it set them nearer to the hearing and speaking people than could be expected from any other

method. It has been noticed that some pupils who had followed the oral method and who after a more or less lengthy interruption of their studies had come again to the institution, had a more spontaneous although less distinct speech, and had enlarged the range of their knowledge; this had never been observed here in so high a degree with the students of the Manual Method.

As an improvement to the oral method and to draw the students still nearer to society, the education of the sense of hearing has been added to that method; the Institution has two "Verrier Audigenous" and various ear-trumpets: with or without these instruments, according to cases, every day in several classes, exercises of hearing are given to students susceptible of them: these students actually number 37, 20 of whom have obtained valuable results, which may also be expected for the others. (See Statistics).

20 MANUAL METHOD; combined method.

The intuitive Manual or Dactylological Method makes use of the manual alphabet and of writing, to the effect of connecting ideas with the graphic figures; and to more surely reach this end the method is applied in the Institution with the exclusion of mimic signs.

The Manual Method which at first, owing to the insufficient number of Oral teachers, had to be followed even by students who might have taken advantage of the oral method, is now and henceforth resorted to only for those pupils who, either on account of advanced age or debility, or other causes, — cannot afford to stay long enough to learn speech, or to those pupils whose vocal organs are so affected as to forbid them the exercises of articulations; thus out of the 27 beginners of this year 3 only follow the Manual Method.

With the Manual Method can be connected the Combined Method, which to the former adds the use of speech in teaching. This method—up to 1879, when the pure oral method was introduced—had been followed by a good many pupils who acquired through it a sufficient practice of speech to be able to enjoy it afterwards in their social relations. But now, it is exclusively applied to the students of the English language, and it proves as satisfactory as before.

30 MATTERS OF TEACHING.

The teaching given in the Institution comprises two distinct branches: the intellectual and the industrial teaching—hence two classes of matters.

1.—*Matters of the intellectual teaching :*

- 10 Religion and Sacred History.
- 20 The French or the English language, according to the wish of parents.
- 30 Grammar, exercises of literature and letter-writing.
- 40 Mental and graphic arithmetic
- 50 Book keeping, (simple).
- 60 Geography and mapping.
- 70 Elements of Natural History, Physiology & Physics, specially with regard to hygiene.
- 80 History of Canada, and of the United States, a few notions of general history.

2.—*Matters of the industrial Teaching.*

- 10 All the domestic works, cooking, washing, ironing, mending, etc., sometimes gardening.
- 20 Various kinds of sewing, embroidering, knitting, weaving, cutting and making clothes, etc.,
- 30 Drawing and painting, specially from nature: various pencil-drawing, decorative-painting, oil-painting on porcelain & on silk; pastel, water-color, sepia.
- 40 Artificial wax-flowers, waxing of natural flowers, hair-work,
- 50 Set-off copper working; wood, copper and stuff relief working.

4.—*Furniture for classes and industry; general Museum; library.*

The furniture for classes comprises a large variety of objects.

In all the classes each pupil has her own table and chair adapted to her size, the table has the form of a desk and incloses slates, books, copy-books, etc.; on the highest part of the desk a special case is destined to the inkstand, pens and pencils; this case is deep enough, and its cover turns up and upholds the text to be transcribed.

Every class is surrounded inside with slate or slate-like black-boards fitted in the wainscots ; and besides, near the teacher, there is one or two movable wooden black-boards.

Above those boards there hangs on the walls a great variety of colored and framed pictures showing series : of religious scenes for Sacred History and Catechism, and of scenes of domestic life ; the various processes of arts and trade ; animals, plants, minerals, etc. These collections come from Parisian houses, viz : de l'Assomption, Hachette, Delagrave et Bouasse-Lebel ; also from various German and Flemish houses, etc. These pictures number over 600 in the institution.

Every class is supplied, specially for beginners, with a little museum that contains a great many small wares destined to open and develop more easily the intellect of the children and to increase their vocabulary ; everything may be seen in the collection, from the tiny cat and paper rabbit to the most simple utensils of usual life, coppers and tins, beds, furniture, etc, - all this little stock contributes to the intuitive teaching of things.

On the walls of the two long corridors on which all the classes open, over 50 beautiful maps are hanging, for the study of history and geography.

The studio of drawing and painting contains a large variety of models : models after the great masters, such as Raphaël, etc, etc, for drawing, or Coreggio, Landseer, etc., for oil-painting ; plaster models for the study of the bust ; books of models for the various kinds of drawing, several treatises by Smith, etc.

The work-rooms of industrial teaching are supplied with sewing and knitting machines, cards and spinning wheels, weaving looms, frames for bedding, for cleansing and preparing wool, etc.

To all that furniture must be added several maps of the Natural History collection of Deyrolles, then the industrial museum of Dorangeon in 12 cards, each of which shows forty or fifty samples. These maps, together with a good many essays in painting, some collections in ornithology, numismatics, mineralogy, etc., numerous stereoscopic views of European large cities and

monuments, etc.—are the first articles of a general Museum which is intended to serve as a complement to the class furniture.

The text-books comprise: large reading-maps, showing the process to be followed in *demütisation*; numerous French and English treatises on pronounciation, reading on the lips, teaching of those languages. Besides, several foreign English or French reviews and papers with regard to the instruction of the Deaf and Dumb are received in the institution.

The Library has about 2000 volumes, a fair number of which are destined to the instruction and amusement of the Deaf and Dumb.

IV

HYGIENE AND GYMNASTICS.

An extreme attention is given to hygiene in the Institution. All the rooms for the use of the Students, such as school-rooms, recreation-halls, refectories, dormitories, chapel, are vast, receive light through large windows, are supplied with excellent heating and ventilating systems.

Besides the dormitories, little bed-rooms have been prepared near the recreation-halls, into which rooms the students, specially beginners, who may feel tired during day-time can go and rest.

The play-grounds destined for out door recreations are fine and large, and during bad weather they can be supplied to by the long outside galleries which run around the building: specially on the class-flat these galleries are enjoyed to spend the few moments of recess which interrupt the hours of class.

Every week or so, all the pupils go out for a walk which is a benefit both to their body and mind.

Gymnastics is in great favor: besides the particular exercises required in some classes, three times a week the pupils are given gymnastic lessons and exercises, which do not only develop their physical strength and rest them from study, but contribute also to their intellectual education by exerting their faculty of observation on the various series of actions.

GENERAL OBSERVATION.

We cannot close this short Notice without including a few remarks with regard to the exhibits of the pupils at the Columbian Exposition.

The only merit of these exhibits is that they give, as near as possible, an exact idea of the methods of teaching followed in the Institution.

Through the written copy-books, it has been intended to make visible the intellectual teaching,—that is the means employed to develop the slumbering intelligence of the unfortunate Deaf and Dumb,—and, as if to say, to give a photographic report of the teaching in each class. It must be added here that,—owing to the great variety of age and to the difference of language of the students, and to the multiplication of courses occasioned thereby in spite of the rather small number of those students, the success of the teaching has not yet reached the high degree which may be aimed at, and which will certainly be reached when the pupils will come to the Institution at a more uniform age, and will then give rise to less difficulty of classification.

The manual works of sewing, drawing, etc., are destined to show how the industrial teaching given in the Institution prepares the students to provide by themselves in the future to their own subsistence.

May then those humble exhibits obtain the intended results, and the labors they have occasioned will be largely rewarded !!

No. 1.

JANUARY 1893.

STATISTICS giving the division of pupils, classes, etc.

		Pupils.	Classes.	Teachers.	Pupil-teachers.	Drawing.	Drawing and Painting.
Intellectual teaching.	{ Oral Method.....	83	9	10	2	.....	.....
	{ Manual Method....	54	5	6	...	.....	.....
	{ Combined Method.	9	2	2	1	.....	.....
	Total.....	146	16	18	3	.....	.....
Industrial teaching.	{ Classical course....	146	.....	} 14	.....	16	.....
	{ Complem. course..	...	.....		.....	.....	6
	{ " Ist year.	9	.....	.....	.....	.....	.....
	{ " 2nd year.	10	.....	.....	.....	.....	.....
	{ " 3rd year.	7	.....	.....	.....	.....	.....
Total.....		172	.....	14	.....	16	6

No. 2.

JANUARY 1893.

STATISTICS giving the age of Pupils at their admission.

AGE AT ADMISSION.

Epoch of Deafness.		Under 10 years.	10 y'rs and under 12.	12 y'rs and under 15	15 y'rs and under 18.	18 y'rs and under 20	20 y'rs and under 22.	22 y'rs and under 24.	24 y'rs and under 26	26 y'rs and under 28	28 y'rs and under 30.	40 years.	52 years.	Total.
Oral Method.	{ Born deaf.....	8	9	10	1	...	2	2	...	...	...	...	...	32
	{ Under 1 year.....	3	1	...	...	...	...	...	...	...	...	...	...	4
	{ 1 year and under 3.....	11	2	3	1	...	...	...	...	...	1	...	...	18
	{ 3 years and under 5.....	5	4	6	1	...	3	...	...	...	...	...	...	19
	{ 5 years and under 7.....	...	2	1	...	...	1	...	...	...	...	...	...	4
	{ 7 years and over.....	...	...	1	...	...	...	...	...	...	...	...	...	1
	{ Unknown.....	2	1	2	...	...	...	...	...	...	...	...	...	5
Total.....		29	19	23	3	...	6	2	...	...	1	...	...	83
Manual Method	{ Born deaf.....	7	4	5	5	4	...	...	1	1	...	...	...	27
	{ Under 1 year.....	2	...	...	1	...	...	...	...	...	...	...	...	3
	{ 1 year and under 3.....	1	1	4	4	2	2	2	...	1	...	...	...	17
	{ 3 years and under 5.....	...	...	2	2	2	...	1	...	...	...	...	...	7
	{ 5 years and under 7.....	...	...	...	...	1	1	...	...	...	...	...	...	2
	{ 7 yeazs and over.....	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Unknown.....	1	...	...	...	1	2	1	...	...	...	1	1	7
Total.....		11	5	11	12	10	5	4	1	2	...	1	1	63

EDUCATION OF HEARING.

No. 4—JANUARY 1893—STATISTICS giving the degree of deafness, the number of pupils taking lessons of audition and the number who succeed.

Epoch of deafness.	I			II			III			IV			V			TOTAL.		
	Were completely deaf	Are taking lessons	Are obtaining success	Could hear a loud noise	Are taking lessons	Are obtaining success	Could hear something with trumpet	Are taking lessons	Are obtaining success	Were half-hearing	Are taking lessons	Are obtaining success	Were a little deaf, but completely dumb	Are taking lessons	Are obtaining success	Are taking lessons	Are obtaining success	Feel a decrease of hearing
Congenital.....	18	10	7	5	5	3	1	1	1	4	4	1	3	3	1	23	13	.....
Under 1 year.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1 year and under 3...	14	3	2	3	2	1	.....	.....	.....	1	.....	.....	1	.....	.....	5	3	1
3 years and under 5.	11	4	2	8	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	4	2
5 years and under 7.	2	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 years and over.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....
Unknown.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	55	18	12	17	11	6	2	1	1	5	4	1	4	3	1	37	21	3

MORAL ORDER OF EXERCISES

I

FOR COMMON DAYS

- H. M.**
A.M.— 5-20—Rising, prayer, household work
6-30—Holy Mass
7-15—Breakfast, hand work
8-30—Class
10-00—Recess
10-15—Class
11-10—Out-door recess
11-20—Study, recreation for the younger
P.M.— 12-00—Dinner, recreation
1-30—Class
3-00—Recess
3-20—Class study, (drawing on Tuesday, Thursday and Saturday, till 4-30)
4-05—Recreation
4-20—Hand work
6-00—Supper, recreation, (Gymnastics on Tuesday)
7-30—Reading for the older, bed-time for the younger.
8-00—Bed-time

II

FOR SUNDAYS

Everything like on common days except :

- H. M.**
A.M — 8-30—Reading of the notes
9-30—Religious instruction, study of Catechism
10-45—Recreation, s ations of the Cross for the older
P.M— 2-00—Benediction of B. Sacrament, Rosary
2-30—Writing and study of Catechism of Perseverance,
Lessons on moral, politeness, etc.
4-00—Recreation
5-00—Supper, recreation, gymnastics

III

FOR THURSDAYS

Everything like on common days except :

- H. M.**
P.M— 1-30—Study, drawing
2-15—Recreation
3-00—Hand work
4-30—Recreation
5-00—Hand work
6-00—Supper, recreation, gymnastics

LIST OF ARTICLES SENT

TO THE

COLUMBIAN EXHIBITION

29 COPY-BOOKS—containing the duties of 58 pupils.

1 ALBUM—containing 12 photos and 17 plans drawn by pupils of the Classical course.

1 ALBUM—wax flowers, 1 piece.
hair-work, 2 pieces.

1 ALBUM—relief-working, 3 pieces.

1 ALBUM—drawing and painting :
lead pencil, 2 designs, by pupils of the Classical course
conte crayon, 12 designs, “ “ “
sanguine, 1 design, “ “ “
water colors, 10 designs, “ “ “
sepia, 2 designs, by pupils of the industrial comple-
mental course.

7 FRAMED OIL PAINTINGS.

1 ALBUM—needle work :

41 pieces, by 80 pupils of the Classical course.

31 pieces, by pupils of 1st year, Complemental course

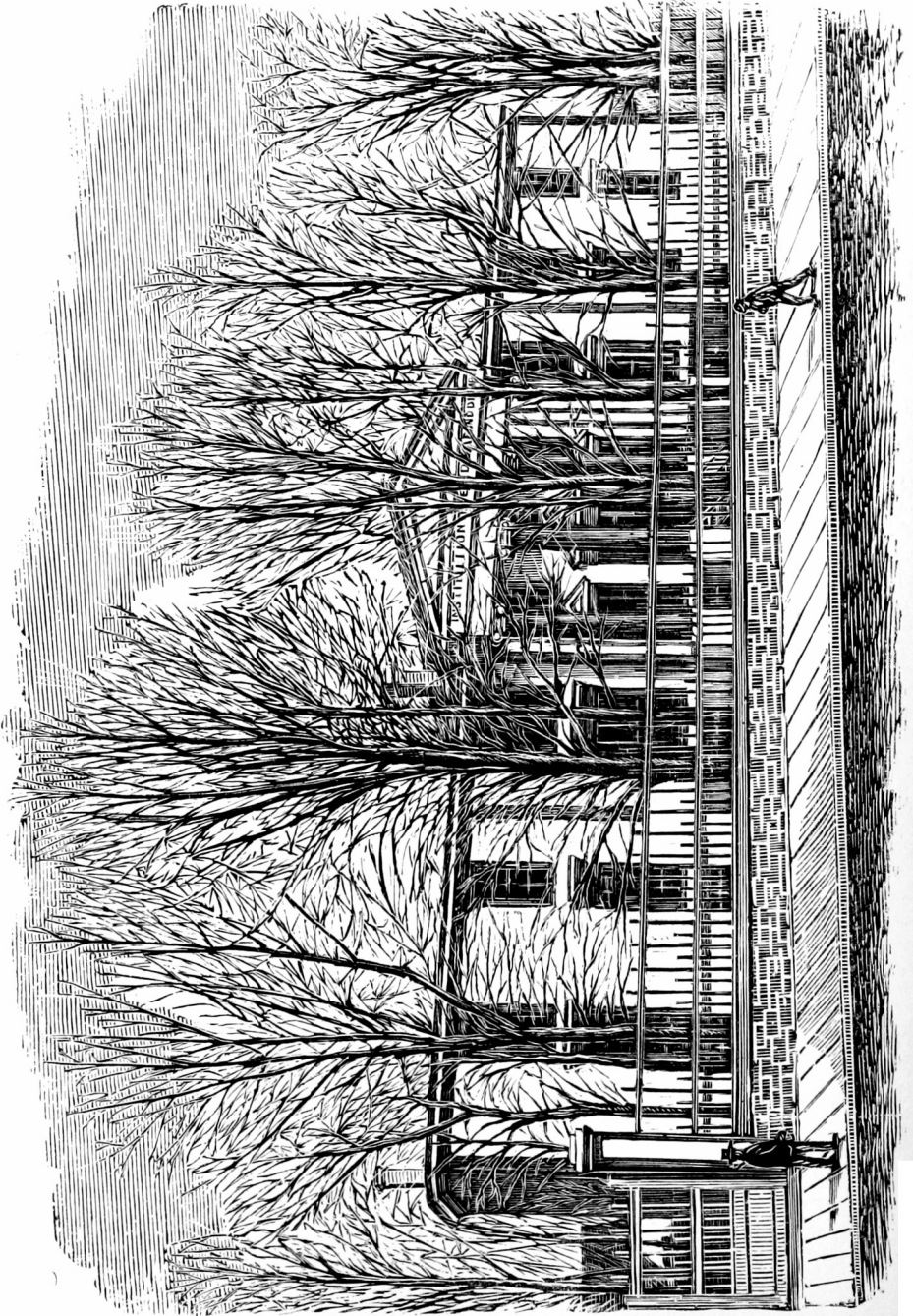
33 “ “ 2d year, “ “

22 “ “ 3d year, “ “

N. B—These pieces contain a great variety, from the rough-
est flannel gown to the finest embroidery.

1 ALBUM—weaving and knitting :

90 pieces, by pupils of the Complemental course of
Industry ; they have spun the wool and flax
used for these pieces.



The Halifax Institution for the
Deaf and Dumb,

HALIFAX, NOVA SCOTIA,

1857-1893.



BY JAMES FEARON,

Principal of the Institution.

THE HALIFAX INSTITUTION FOR THE DEAF AND DUMB.

THE best possible history that can be given of this Institution is that which appears in the Twentieth Report, written by the late principal, J. Scott Hutton, M. A., who may be said to have laid the foundation-stone and added piece by piece to the structure, amid difficulties and discouragements such as are met with in a new and comparatively poor country, with that indefatigable energy and zeal for which he was so well known throughout the profession. He watched over its infancy with all the care and tenderness of a parent; he rejoiced in its increasing strength, and labored unceasingly until he brought it to that state of efficiency in which it is found to-day—fully capable of supplying the educational wants of the class in whose interest it was established.

The following extract from the Report above referred to gives in detail the progress and history of the Institution up to the year 1877:

Thirty-six years ago there was no provision within the Maritime Provinces of this country for the education of the hundreds of mutes who, with scarcely an exception, were utterly destitute of instruction, passing through life in a condition of the saddest mental and moral darkness, ignorant alike of their nature, their duty, and their destiny. In a few instances legislative aid had enabled parents to send their mute children to the States for the instruction unattainable at home, but how little was accomplished in this way may be seen from the fact that, during the long period of fifty years, the whole number of mutes received into the Hartford Asylum from the British Provinces was only twenty-five, and of these not more than six were supported by the Provincial legislatures. Of the twenty-five, 11 were from Nova Scotia, 5 from Canada East, 5 from Canada West, and 4 from New Brunswick. Some Provincial deaf-mutes may have been educated during that period at other institutions in the States besides Hartford, and a few certainly—two at least from Nova Scotia—in the schools of the mother country, but, in all probability, the entire number of British-American mutes who had enjoyed the blessing of education since the commencement of the century would not exceed thirty or forty.

It is worthy of note that of the whole number of mutes from the British Provinces mentioned as receiving instruction in the Hartford School, previous to the opening of institutions for their benefit nearer home and on their own soil, nearly one-half were from one of the smaller, less populous, and least known, though by no means the least important

colony—the Province of Nova Scotia. There is also reason to believe that the six stated to have been supported by the Provinces were all beneficiaries of the legislature of Nova Scotia.

These circumstances, while indicative of an earlier awakening to the claims of the deaf and dumb than in the more populous and wealthy sister Provinces, are also in harmony with the interesting fact that the earliest advocate of deaf-mute education on the American continent, Francis Green, author of the work entitled “*Vox Oculis Subjecta*,” published in London in 1783, giving an account of Braidwood’s school in Edinburgh, if not by birth a Nova Scotian, was yet identified with this Province both by education and official position for many years, being engaged in military duty in Halifax and other parts of the Province previous to the outbreak of the Revolutionary war, and subsequently holding the position of high sheriff of Halifax county. About the beginning of this century Mr. Green was residing in Medford, Mass., where he appears to have devoted his leisure hours to advocating in the journals the importance of educating the deaf and dumb, and endeavoring to enlist public sympathy in their behalf. Some of his articles may be found in the Boston papers, particularly the *New England Palladium* for the year 1793. The first attempt at an enumeration or census of the deaf-mutes of Massachusetts and the United States was also due to Mr. Green’s instrumentality.

His son, Charles Green, the first educated deaf-mute of American birth, was a pupil of Braidwood, in his articulating school in Edinburgh, from 1780 to 1786, and, according to his father’s account in the “*Vox Oculis Subjecta*,” attained remarkable proficiency both in articulate speech and in scholarship. This young man was unfortunately drowned, shortly after completing his education, while shooting wild fowl on Cole Harbor, in the neighborhood of Halifax. Nova Scotia thus appears to claim an early and special connection with the cause of deaf-mute education in America.

The history and progress of the Halifax Institution, while presenting many tokens of divine goodness, afford an encouraging illustration of what may be accomplished by patient, steady, persevering, and yet quiet and unostentatious effort. Obscure and humble in its origin, this work was not ushered into existence amid the “pomp and circumstance of public demonstration, the smiles of wealth, the patronage of rank,” or the plaudits of enthusiastic multitudes. Small, feeble, and insignificant in its beginnings, appealing to none of those sentiments of national honor or personal interest which exercise so large an influence in the inception and prosecution of many enterprises even of a benevolent character, the Halifax Institution for the Deaf and Dumb has gradually emerged into the light of public favor, and attained a position of usefulness and respectability such as its most sanguine friends could, perhaps, hardly have anticipated. Meeting, as it does, an important and acknowledged want in the community, it may now be fairly regarded as an accomplished fact—one of the permanent institutions of the country.

The Halifax Institution owes its origin, incidentally, to Mr. William Gray, a deaf-mute, and a pupil of the well-known Mr. Kinniburgh, of the Edinburgh Institution. Emigrating from Scotland, presumably with the

expectation of making a fortune in the New World, like others of his compatriots, Mr. Gray was landed, by stress of circumstances, at Halifax in the month of August, 1855, and after working for some time at his trade of tailoring, being thrown out of employment, he conceived or had suggested to him by a brother mute and fellow-countryman who happened to be also residing in Halifax the idea of opening a school for the deaf and dumb as a means of subsistence.

His advertisement attracted the attention of Rev. James C. Cochran, D. D., the venerable and devoted secretary of the Institution, who immediately sought him out, and found him in a mean lodging in a poor street, engaged in teaching one or two mutes, the place being destitute of the common comforts and even necessities of life. Mr. Cochran's interest in the deaf and dumb had been first awakened, many years before, by meeting, on board an American steamboat, with the celebrated Laurent Clerc, and accordingly he now set himself to enlist the sympathies of other benevolent persons in Halifax on behalf of the neglected deaf-mutes of his native Province, an object in which he was providentially successful. Along with Andrew Mackinlay, Esq., custos of the county, and for many years afterwards the esteemed chairman of the board of directors, he succeeded in obtaining for the infant cause the notice and support of the legislature and the community, organized a board of management, and took other steps for the proper establishment and equipment of the school.

The first legislative aid was a grant of \$1,200 in the spring of 1857, the grant, in subsequent years, being enlarged to \$1,600 and \$2,000, as the value and claims of the object became better understood. This, with the voluntary contributions readily obtained, enabled the promoters of the infant Institution to provide more suitable accommodation for the school, and to engage Mr. J. Scott Hutton, then and for ten years previously an instructor in the Edinburgh Institution, as principal, Mr. Gray being retained as assistant teacher.

Bringing from Scotland the needful books and apparatus for the work kindly donated by kindred institutions in the mother country—to the value of about \$200—Mr. Hutton entered on his duties in Halifax on the 4th of August, 1857, with four pupils. The year following, the attendance having increased to twenty-seven, additional accommodation was procured, a matron engaged, and the general management then, for the first time, placed in the hands of the principal and matron, who henceforward resided in the same building with the pupils, the school previously being only a day-school, with three or four of the boys boarding in the house of the assistant teacher, and others with friends in the city.

At the close of the first regular session of the school, as an organized institution, in July, 1858, a public meeting on its behalf was held in the Mechanics' Institute, presided over by A. Mackinlay, Esq., president of the board, and attended by the Bishop of Nova Scotia and other prominent citizens, when, for the first time before a Halifax audience, an exhibition of the method and results of deaf-mute instruction was given in the examination of the pupils, which brought the condition and claims of the deaf and dumb more impressively before the community, and gave a valuable impulse to the new cause.

During the summer vacation immediately following, the principal,

accompanied by several of the pupils, undertook the first of a series of annual tours in the Provinces of Nova Scotia, New Brunswick, and Prince Edward Island, addressing public meetings and holding exhibitions on behalf of the Institution, in the principal towns and villages, with gratifying results in the awakening of interest in a department of benevolent effort new to the great body of the people, the accession of new pupils, and the replenishing of the funds.

The first spontaneous movement in the Province in aid of the Institution took place on the historic shores of Cobequid Bay, among the intelligent and thriving population of Noel, in the county of Hants, where a bazaar was held in July of this year, at which the principal and several of the pupils were present by invitation—an occasion memorable to the writer as the first on which he had the privilege of advocating the claims of the deaf and dumb before a rural audience in the Maritime Provinces. About two hundred and fifty dollars was realized by this—under all the circumstances a most creditable and cheering result.

In November of the same year (1858) the proceeds—amounting to \$1,600—of a bazaar in Halifax, under the patronage of the Countess of Mulgrave, lady of His Excellency the Lieut.-Governor, enabled the directors to purchase the premises, previously rented; but, in the ensuing year, embracing a favorable opportunity, the property was disposed of by the board, and in August, 1859, the present premises, formerly known as Brunswick Villa, commanding a magnificent view of the noble harbor and surrounding country, were purchased for six thousand and four hundred dollars, a step which proved highly advantageous to the interests of the Institution.

On the 17th of February, 1859, a second exhibition of the school was held in the Mechanics' Institute to a crowded and deeply interested audience, and, by request, repeated on the 14th of March in the Temperance Hall, the largest public hall in the city, which was filled to its capacity by a congregation representing all classes and creeds in the community, drawn together by the rapidly growing interest felt in the work.

During the legislative session, the same spring, we had the honor of giving our first exhibition before the members of both branches of the legislature, on the floors of the House of Assembly, to which, in connection with similar exhibitions in subsequent sessions, may be justly attributed the promotion of that spirit of hearty liberality uniformly displayed by the legislature of Nova Scotia towards the Institution.

In the spring of 1860 the teaching staff was strengthened by the accession of the principal's father, Mr. Geo. Hutton, for nearly forty years engaged in the instruction of the deaf and dumb in Scotland. Mr. Hutton removed with his family to Nova Scotia in response to his son's pressing invitation and appeal for aid at a time when the funds were inadequate to meet the expense of an additional salaried teacher urgently required, and for ten years, till his death in 1870, gave his voluntary services to the Institution without stated remuneration.

In 1862 an act of incorporation was obtained from the legislature for the greater stability of the Institution.

Additions and improvements on the premises have been made from time to time to meet the growing necessities of the work. In 1864-'5 a

new school-room and dormitory were added to the building, with other improvements, at a cost of over \$3,000. And, again, in 1874 extensive alterations and additions were made, including hospital accommodations and heating apparatus, at an expense of about \$9,000. These changes have about doubled the original extent of the building, besides providing for the increased comfort and efficiency of the establishment.

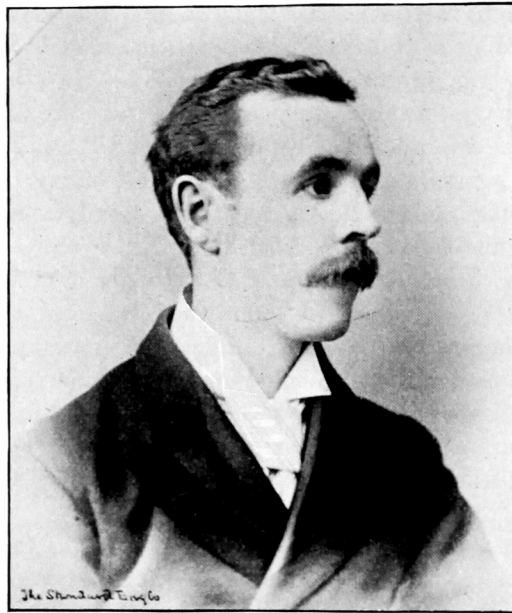
In 1878, Mr. Hutton resigned his position as principal of the Halifax Institution to accept that of vice-principal of the Institution for the Deaf and Dumb, Belfast, Ireland, where he labored for over four years with great success. He was succeeded at Halifax by Mr. A. F. Woodbridge, who afterwards established an institution in Fredericton, New Brunswick. The loss which the Halifax Institution sustained by Mr. Hutton's leaving was more than compensated by his work in Belfast. Language-teaching took the place of grinding in set subjects, firm discipline was established, and the manners and morals of the pupils underwent a complete change.

In 1882, after accomplishing what was really a missionary work, performed in a truly Christian spirit, at the earnest request of the directors in Halifax he returned to the scene of his former labors, where he continued to work with ever-increasing success until 1891, when his career was terminated by death—a career distinguished by enthusiasm, ability, self-sacrifice, and, above all, earnest devotion to the temporal and eternal welfare of those committed to his charge. The history of the Institution, with its rise and progress, constitutes a full biography of J. Scott Hutton.

At the invitation of the directors, Mr. James Fearon, the present principal, a teacher in the Royal Institution for the Deaf, Birmingham, accepted the position of successor to Mr. Hutton, entering on his duties in September, 1891. Mr. Fearon began the work of teaching the deaf under Mr. Hutton in Belfast, where he remained for over seven years, afterwards occupying similar positions in Margate and Birmingham, England.

In 1867 the Institution lost a warm friend in the death of Mr. Andrew Mackinlay, who had been connected with the work from its inception, and who did much to introduce it to the notice and support of the community. His name, with that of the Hon. Sec. Rev. J. C. Cochran, was appended to the first public appeal for funds, which, through his influence and reputation, was so generously responded to. He was a man of sterling worth, recognized ability, and extensive use-

fulness. In the same year, the Institution was deprived of an able treasurer in the demise of Mr. John Duffus, who had also been associated with the Institution from its commencement. Three years later, in 1870, the directors were called upon to perform the mournful duty of recording the death of Mr. George Hutton, father of Principal Hutton, who had come over from Scotland to assist his son in his arduous undertaking, giving his valuable services for many years gratuitously. He was a man of large benevolence, original genius



JAMES FEARON.

as well as force of character, yet, withal, modest and retiring in his disposition and unflagging in his zeal. Cheerful and trusting in the gloomiest circumstances, and with unbounded faith in Divine Providence, his life was one of self-sacrifice and of long devotion to the cause of the deaf and dumb.

In 1875 Mr. Charles Murdock, for many years director and chairman, was called to his reward. The deep interest which he took in the deaf was shared alike by his family, his brother having bestowed the munificent legacy of \$20,000, whereby the Institution was established for the first time on a firm basis. The death of this director left the Rev. J. C. Cochran,

the venerable secretary of the Institution, the sole survivor of the original board, and he, five years later, after twenty-three years' connection with the establishment, was also gathered to his fathers. His ample reports show how deeply he was interested in the work to which he gave the first impetus and which he was largely instrumental in establishing. He was succeeded by the present secretary, Rev. Dr. Forrest, president of Dalhousie College, who, though burdened with the heavy responsibility of his own position, as well as the religious, benevolent, and social matters in which he takes so active a part, still bestows much time and attention upon the Institution, and is ever ready, when called upon, to give his valuable counsel and assistance in the management.

The Honorable D. McNeil Parker, M. L. C., has been associated with the Institution for over thirty-four years as honorary physician, and at present as chairman of the board. His connection dates back to within two years of the establishment of the school, and notwithstanding his professional and political duties, as well as benevolent work connected with various philanthropic institutions, he still finds time to devote to the interests of the school for the deaf, and in spite of advancing age makes a point of being present at almost every meeting of the board.

The following is the board of managers :

Patron.

HIS HONOR M. B. DALY,
Lieutenant-Governor of the Province of Nova Scotia, etc.

Directors.

HON. D. McNEIL PARKER, M. D. and M. L. C.
HON. PROVINCIAL SECRETARY.
REV. PRESIDENT FORREST, D. D.
WILLIAM TOBIN, Esq., M. D.
J. F. KENNY, Esq.
ANDREW MACKINLAY, Esq.
A. M. BELL, Esq.

Secretary.

REV. PRESIDENT FORREST, D. D.

Treasurer.

ANDREW MACKINLAY, Esq.

*The Halifax Institution.**Physicians.*

DONALD A. CAMPBELL, M. D.
MURDOCH CHISOLM, M. D.

Consulting Physician.

ANDREW J. COWIE, M. D.

Dentist.

DR. A. C. COGSWELL.

Oculist.

STEPHEN DODGE, M. D.

OFFICERS AND TEACHERS.

—
EDUCATIONAL DEPARTMENT.*Principal.*

JAMES FEARON.

Assistant Teachers.

MISS JULIA R. BATEMAN.
MISS A. M. MOSHER.
A. R. DODDS.
S. H. LAWRENCE.
MISS C. FRAME.

Matron.

MISS M. GLADWIN.

Matron's Assistant.

MISS E. BRYMER.

INDUSTRIAL DEPARTMENT.

MICHAEL MCQUILLIN.

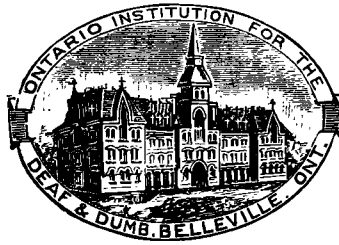
Carpentry and Gardening.

MICHAEL MCQUILLIN.

Shoemaking.

MARTIN ABBOTT.

ONTARIO INSTITUTION
FOR THE
EDUCATION AND INSTRUCTION
OF THE
DEAF AND DUMB
BELLEVILLE, ONTARIO,
CANADA.



*[The Cuts on pages 2, 7, 8, 9, 14 and 16 were engraved by
Deaf Artists.]*

BELLEVILLE:
PRINTED AT THE OFFICE OF "THE CANADIAN MUTE."
BY THE PUPILS.
1898.



MARTIN'S STATUE OF DE L'EPEE, AT THE PARIS INSTITUTION.

Minister of the Government in Charge:

THE HON. J. M. GIBSON.

Government Inspector:

DR. T. F. CHAMBERLAIN.

Officers of the Institution:

R. MATHISON,.....SUPERINTENDENT.
A. MATHESON,.....BURSAR.
J. E. EAKINS, M. D.,.....PHYSICIAN.
MISS ISABEL WALKER,.....MATRON.

Teachers:

D. R. COLEMAN, M. A., <i>Head Teacher.</i>	MRS. J. G. TERRILL,
P. DENYS,	MISS S. TEMPLETON,
J. B. ASHLEY,	MISS M. M. OSTROM,
JAMES C. BALIS, B. A.,	MISS MARY BULL,
D. J. McKILLOP,	MISS FLORENCE MAYBEE,
D. M. BEATON,	MRS. SYLVIA L. BALIS,
	MISS ADA JAMES, (<i>Monitor.</i>)
MISS MARGERY CURLETTE, <i>Teacher of Articulation.</i>	

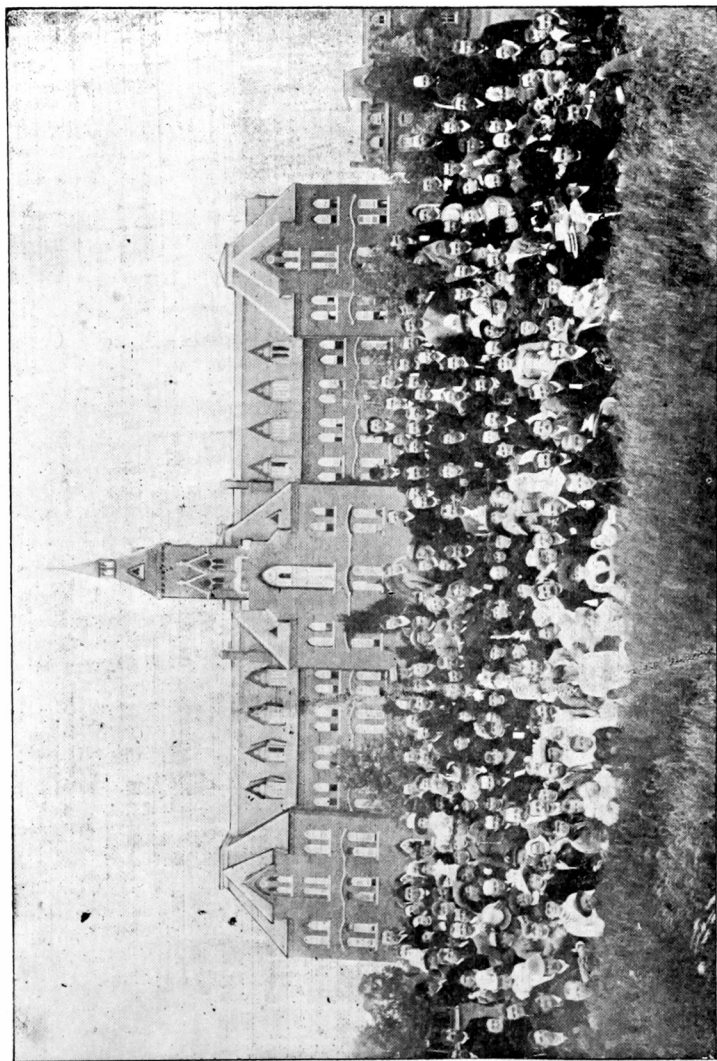
Teacher of Fancy Work:

MISS MARY BULL.

Teacher of Drawing:

MRS. SYLVIA L. BALIS.

I. G. SMITH, <i>Clerk and Storekeeper.</i>	JOHN T. BURNS, <i>Instructor of Printing.</i>
WM. DOUGLAS, <i>Supervisor of Boys.</i>	FRANK FLYNN, <i>Master Carpenter.</i>
RODERICK O'MEARA, <i>Ass't. Supervisor (Temporary.)</i>	WILLIAM NURSE, <i>Master Shoemaker.</i>
MISS A. GALLAGHER, <i>Instructress of Sewing and Supervisor of Girls.</i>	D. CUNNINGHAM, <i>Master Baker.</i>
J. MIDDLEMASS, <i>Engineer.</i>	THOMAS WILLS, <i>Gardener.</i>
	MICHAEL O'MEARA, <i>Farmer.</i>



CONVENTION OF GRADUATES OF THE ONTARIO INSTITUTION.
(Photographed by a Deaf-Artist.)

THE ONTARIO INSTITUTION.

BY PAUL DENYS, BELLEVILLE.

There is in every human heart
Some expectant, workable part,
Where seeds of love and truth might grow,
And flowers of generous virtue blow;
To plant, to watch, to water there—
This be our duty—be our care!

Every age boasts its own special achievements. Whether it be in the fields of valor or the avenues of art and learning; whether in mechanical progress or scientific discovery; what man, mind, inquiry unearths, unravels, unfolds, the annals of fame, in their good time, proudly proclaim. And whilst we may with wonder dwell upon dauntless daring, pause before the seeming endless march of human genius, watch with keenest interest all the developments of modern research and study, there is one attainment, one exploit, one triumph which to-day stands out in single, sublime splendor—one that lifts itself high above all that this century, rich as it has been in skilled accomplishments, can show—one that the humane, the good, the noble shall not cease to exalt in, rejoice in and give praise for: the emancipation, deliverance, redeeming, by heroic efforts, of the great silent family from the prison of darkness, the shackles of forced isolation, the slumbers of an intellectual night, the famine of a hungering and thirsting soul! . . . The sun that first broke upon the humble home of Montmarte, that later touched our shore with one of its

gleams and is now shining full over both continents has, it is conceived, brought glad hope to many an anxious, loving heart. And why so glad? . . . Ah! Have we, upon whom nature has lavished all her choicest gifts, ever given a thought to the poor dear ones from whom the unspeakable blessings of speech and hearing were withheld? Have we not time and again seen the big, warm tear rolling down a parent's cheek in the sight of the afflicted offspring? Has not the bright eye of some silent child as his glance, full of appeal, rested upon you, awakened an echo in your inmost feelings? Has not your heart gone out to those poor, innocent little ones as their tiny hand was extended to you at, perhaps, a father's bidding? There they were bright, young, yet captive, and you would almost imagine—imploring with their look your reclaiming action in their behalf—awaiting the “ephatha” that was to open their mind to light, loosen their chains and bring them to our society and companionship. Yes, we have seen and felt all that and rejoiced this age could boast the grandest conquest christian heroism and love, philanthropy and zeal could inscribe upon their standards! And if the light brought was in proportion to the darkness that hitherto prevailed, one will easily understand the joy with which the breaking beams of hope were saluted.

We need not here recall how Greece and Rome, Aristotle and Lucretius looked upon these disinherited of nature, nor allude to the causes which in biblical times, were believed to preclude speech. . . . Was it not the late General Butler gave it out that a deaf-mute at best was but *half a man*? . . . Add to that the early testimony of Augustine, who would make faith depend on the possession of hearing and all the other negative appreciations that, at various times, were passed upon these ostracised beings and you will not wonder at the world rejoicing when, as in the days of miracles, the news was not less wonderfully proclaimed, “the Deaf hear and the Dumb speak.”

Confidence, says Locke, will carry us through many a difficulty; and when that persuasion is supported by power of mind and fed with noble impulse, be the task ever so arduous, it eventually must yield. It was no doubt under the incentive of similar reflections heightened by burning

charity that the great De L'Epee, rising equal to his sublime mission, "built himself an everlasting name" when he severed, as with Orlando's sword, the thousand ties of past impossibilities from the car of future triumph. Skill and benevolence made one, brought forth the regenerative principle that obtains to-day throughout the civilized world, and has set 600,000 or more interesting fellow-beings free. All hail!

1760 sees the great Abbe at work.

1815 sends Dr. T. H. Gallaudet across the water in quest of the processes used in the art of teaching the deaf. England is cold. France opens wide her arms. He returns with Clerc



LAURENT CLERC.

and in 1816, founds, at Hartford, the first school of the kind in America. Quebec, Canada's eldest daughter, soon follows, opening an establishment in 1831. Forced to suspend after five years, her children are excluded from the benefits of instruction until 1847 when the Mile-End Institution, now so prosperous, is started. Nova Scotia, whose school began in August 1856, comes next for the honor of a step in the laud-

able direction. And here we may well ask why the sum of \$80,000 voted some years before by the old Canadian Parliament towards the erection of an asylum for the deaf and dumb and the blind in Upper Canada, was never expended? The only apparent reason may be sought in the complications and political changes of those times and the engrossing of the public mind therewith. It was not long, however,

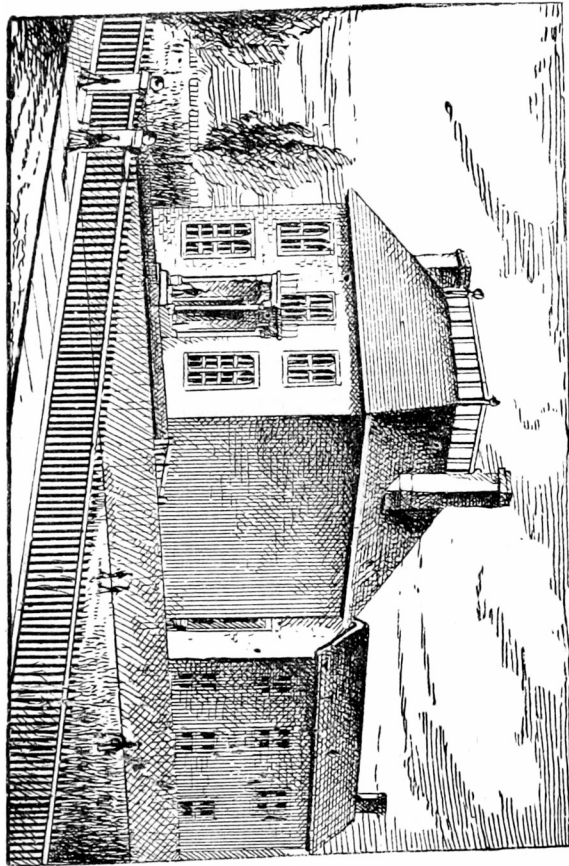


JOHN BARRETT M'GANN.

before a better day dawned for the cause in this part. Mr. John Barrett McGann, a man of scholarly attainments and benevolent nature, in 1858, opened, at great personal sacrifices, a school in Toronto, in which many prominent citizens soon became interested. As the commencements of a work of this kind are always trying, many were the difficulties encountered. In 1864, Mr. McGann removed his school to Hamilton, where he met with more generous support. Public attention had now been aroused and a

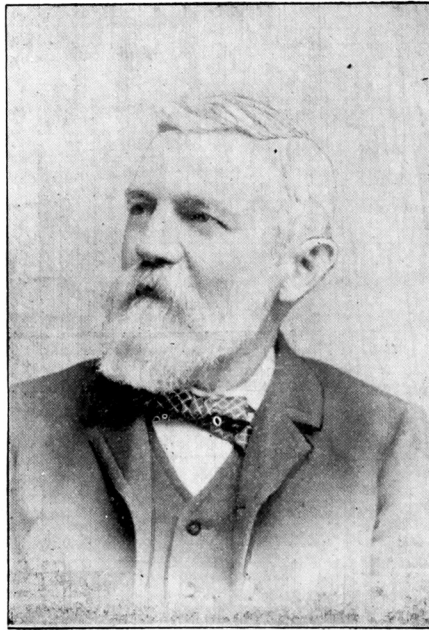
grand move, one worthy the Banner Province of the Dominion, was made, which resulted in the establishing at Belleville, in 1870, of the Ontario Institution which stands to-day a monument of the liberality of the people as well as a credit to the profession. Ontario does nothing by halves.

THE FIRST SCHOOL BUILDING DEVOTED WHOLLY TO DEAF-MUTE INSTRUCTION IN ONTARIO.



Less prompt than her sister-provinces, when she realized that the time for her had come to execute the grand work, she set to it with a will, a munificence that rivalled similar efforts in any clime. A large tract of land was purchased in the immediate vicinity of Belleville—a pretty, young city with a fair name and fairer people—and a majestic building was seen to rise on a commanding spot, casting its imposing proportions upon the placid waters of far-famed Quinte.

The 20th of October of that year witnessed the opening of the school, which was done amid pageant pomp and ceremony. Lieut.-Governor W. P. Howland, Attorney-General John Sandfield McDonald, Hon. Treasurer E. B. Wood and a host of other distinguished visitors were present. J. W. Langmuir, Esq., Government Inspector,



W. J. PALMER, PH. D., FIRST PRINCIPAL OF BELLEVILLE
INSTITUTION—1870—'79.

installed the following officers: W. J. Palmer, Principal; Mrs. M. A. Keegan, Matron; Angus Christie, Bursar. Teachers: J. B. McGann, D. R. Coleman, S. T. Greene and Mrs. J. G. Terrill.

Others who have been associated in the education of the deaf in this province, since the establishment of the Institution in 1870, are:—

PHYSICIANS:—Drs. Dorland, Hope and Murphy.

TEACHERS:—Jas. Watson, Miss Annie Perry, Miss M. E. Johnson, Miss Annie Symes, D. W. McDermid, R. Wallbridge, Miss M. Smith, Gilbert Parker, Miss M. Coady,

Miss M. Lorenzen, Miss Horkins, Miss Annette Bolster, Miss Kate White, Miss M. Sawyer, J. H. Brown, Miss A. Mathison, Mrs. McGillis, Miss N. L'Herauld and Miss C. Coleman.

DRAWING:—Mr. and Mrs. Ackermann, Mrs. and Miss Walker, A. W. Mason and James Hadden.

BURSARS:—A. Christie, and A. Livingston.

MATRONS:—Mrs. Fitzgerald, Mrs. Martin, Mrs. Spaight, Miss Robinson and Mrs. Craig.



R. MATHISON, PRESENT SUPERINTENDENT, APPOINTED
SEPTEMBER 13TH, 1879.

The *three* pupils who made their appearance that day were: Duncan Morrison, Ettie Grace and Sarah Earl. The same term closed with 100 children. Having marched from prosperity to prosperity, the Institution, as to number of pupils, now ranks but seventh among the eighty-seven establishments of the kind in the United States and Canada, whilst in effectiveness, generous provision, careful management and general results we have the ambition to believe ourselves second to none.

In 1879, Dr. Palmer resigned, being succeeded by Mr. R. Mathison, the present Principal of the School. A ship, however gallant and trim, shall not long ride the waves unless properly manned. At the first wind she shall be dashed on the rocks if a helmsman prudent, wise, vigilant stand not steadfast at his post. Modesty, therefore, will not deter a word of appreciation. The now fourteen years of Mr. Mathison's rule over the Institution have completely, unreservedly been devoted to the public trust ruling confidence was pleased to assign him—a trust to the discharge of which he, be it said here, has brought unswerving loyalty, talent and credit. The bows of the ship were, with no deviation, kept pointing to the port of the children's good. Storms, torn sheets, battered sides never yet hindered a sailor bold from landing his men in the desired haven. Not to speak of others who have given no uncertain sounds, the hundreds of children who took passage with us on the ever perilous scholastic voyage will bear pleasing testimony to the exceptional sailing qualities of our brave craft, her steadiness and speed and general efficient command.

But if the captain is brave, are not his men? A late distinguished visitor, vividly impressed with what he saw, paid the school this very high tribute: "From time to time the staff has been changed until now it seems impossible to improve it." Sweet as this is to our ears, we shall not cross our arms content with past laurels, or sit down and weep at no more worlds to conquer. Amphion with his lyre could charm the stones into the walls of Thebes, but there is no such magic for a teacher of the deaf. Unsparing devotion, constant toil, method, patience, such are the instruments with which the sublime edifice is reared. The world goes on and the success of to-day should not be the sole contentment of to-morrow: a reason for continual effort. And why should we not be all heart and mind and spirit in this grand, glorious movement? Cæsar took 800 towns and the world was dazzled, but what if I unfetter a captive, if I redeem, save one immortal soul? . . . The divine eloquence of the Eagle of Meaux, the songs of the Swan of the Meander bring less joy to a mother's ear than does that sweet name on the heretofore sealed lips of the child of her bosom. Let you be heartened. Venus gave Galatæ life at the instances of

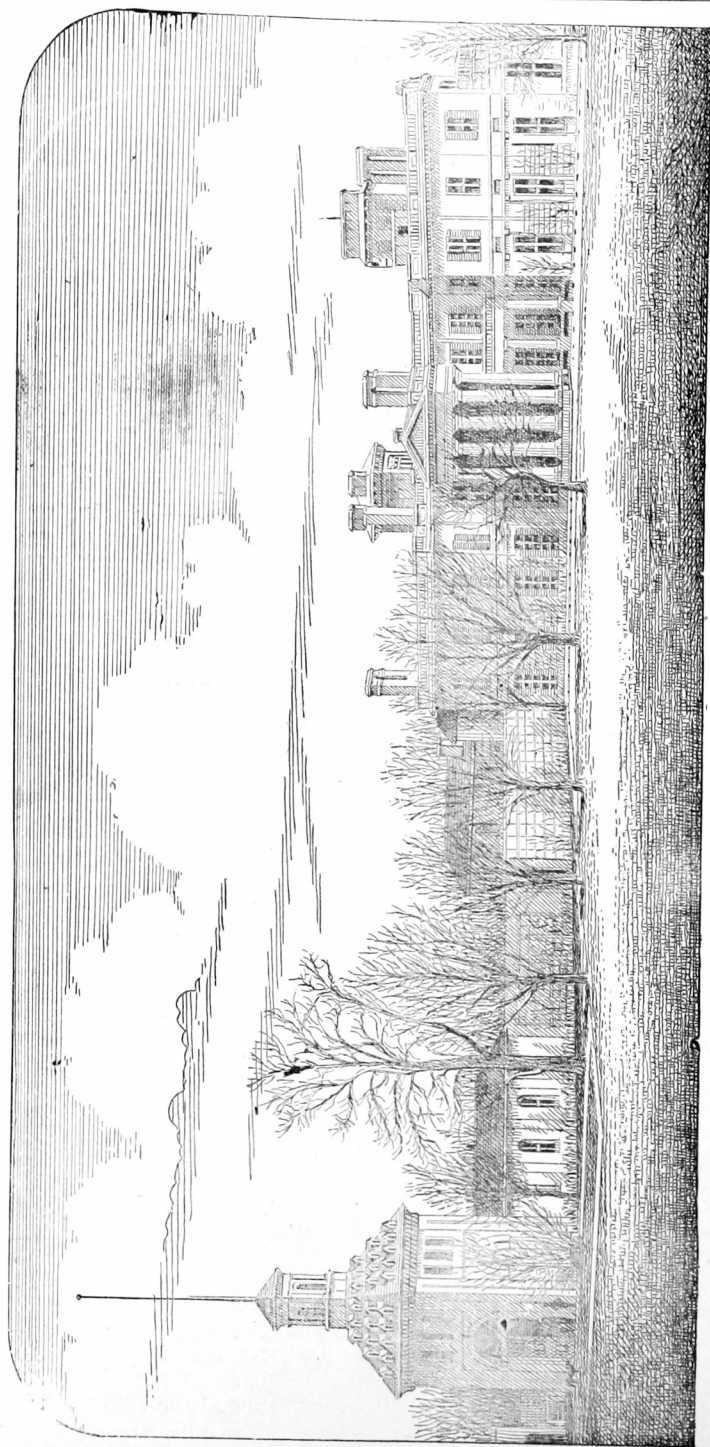
Pygmalion. Our work is arduous, but the recompense shall not be beneath Him who dispenses rewards in the eternal mansions.

As sorrows bring friends together, so often do joys. At this particular time we know not of a land that has greater reason to entertain thoughts of thankfulness and tenderest pleasure than this broad Amercian soil and its host of noble schools. Geographically, we may be two peoples. In aim and heart, we are one, whilst in proud results we fain stand peerless!

STATISTICAL INFORMATION.

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

				Male.	Female.	Total.
From	October 27, 1870, to	September 30, 1871		64	36	100
"	1st, 1871,	" 1872		97	52	149
"	1872,	" 1873		130	63	193
"	1873,	" 1874		145	76	221
"	1874,	" 1875		155	83	238
"	1875,	" 1876		160	96	256
"	1876,	" 1877		167	104	271
"	1877,	" 1878		166	111	277
"	1878,	" 1879		164	105	269
"	1879,	" 1880		162	119	281
"	1880,	" 1881		164	132	296
"	1881,	" 1882		165	138	303
"	1882,	" 1883		158	135	293
"	1883,	" 1884		156	130	286
"	1884,	" 1885		168	116	284
"	1885,	" 1886		191	112	273
"	1886,	" 1887		151	113	264
"	1887,	" 1888		156	109	265
"	1888,	" 1889		153	121	274
"	1889,	" 1890		159	132	291
"	1890,	" 1891		166	130	296
"	1891,	" 1892		158	127	285



DUNDURN CASTLE—THE HAMILTON SCHOOL—1869.

CAUSES OF DEAFNESS.

Abscess	5	Gathering in the head.....	5
Accident	9	Inflammation of the brain...	6
Affection of the ears	3	“ “ ears	9
Bronchitis.....	1	“ “ lungs	4
Burns.....	1	“ “ pulmonary	
Catarrh.....	3	organs	2
Canker	1	Inflammation spinal marrow	1
Cerebro spinal meningitis....	22	Measles	27
Cholera	1	Mumps.....	5
Cold.....	37	Paralytic stroke.....	1
Congenital.....	368	Rickets	1
Congestion of the brain.....	7	Scabs.....	1
Diphtheria	3	Scald	1
Dysentery.....	1	Scald head.....	4
Drank carbolic acid	1	Shocks	5
Falls.....	19	Sickness, undefined.....	27
Fever, bilious.....	4	Spinal disease.....	46
“ brain.....	24	Swelling on the neck.....	1
“ intermittent	2	Teething	14
“ scarlet	67	Water on the brain.....	7
“ spinal	19	Whooping cough.....	10
“ malarial.....	1	Worms	4
“ typhus.....	5	Causes unknown or undefined	24
“ typhoid.....	9	Sunstroke.....	1
“ undefined.....	24	Vaccination	1
Fits	8	Bealing.	1
Gathering of the ears	3		
Total			943

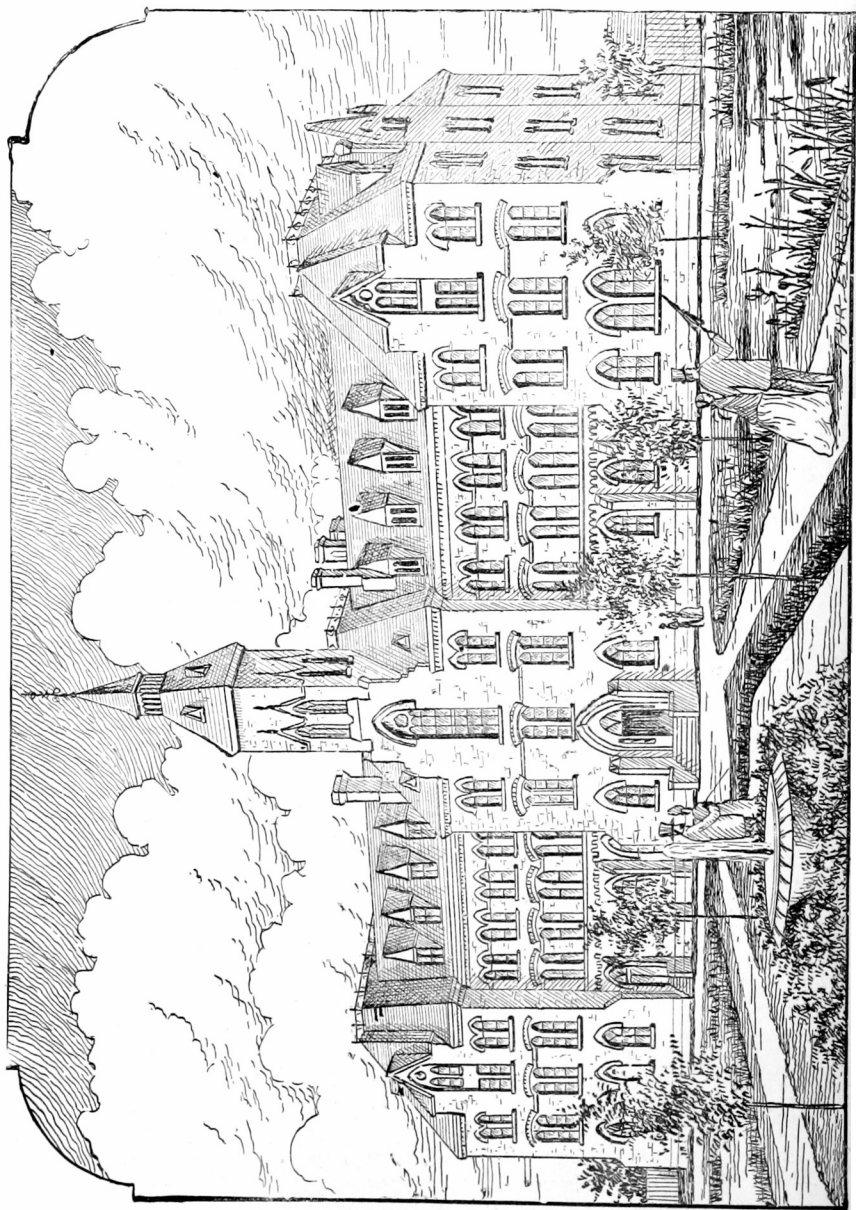
NUMBER OF DEAF-MUTE FAMILIES REPRESENTED.

2 families contained 5 mutes.....	10
4 “ “ 4 “	16
11 “ “ 3 “	33
62 “ “ 2 “	124
760 “ “ 1 “	760
Total.....	943

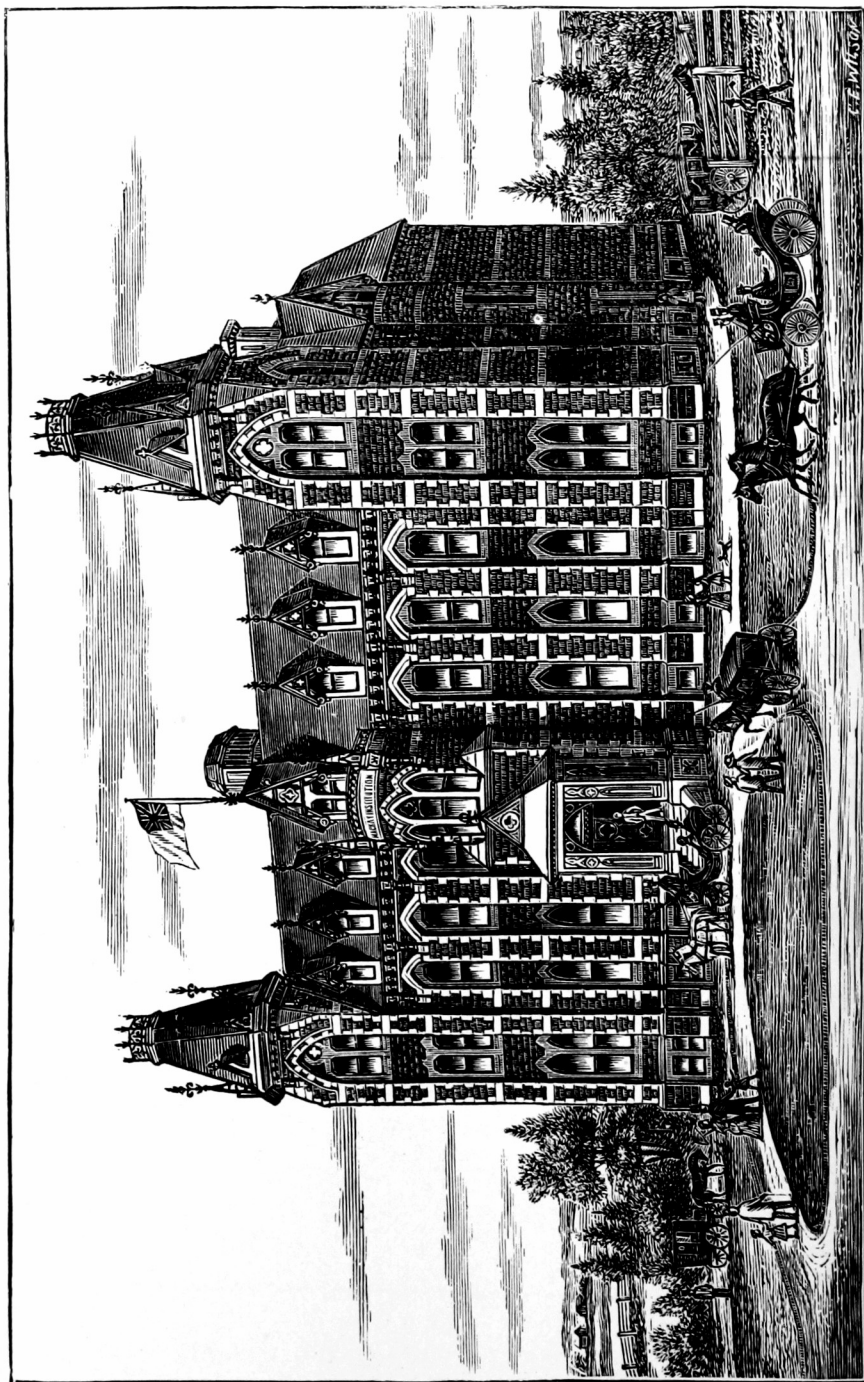
RELATIONSHIP OF PARENTS.

First cousins.....	57
Second “	19
Third “	16
Distantly related.....	23
Not related	803
Unknown	25
	943

Number of pupils from date of opening to Sept. 30th 1892..... 943



THE PRESENT INSTITUTION AT BELLEVILLE, ONTARIO.



MACKAY INSTITUTION FOR PROTESTANT DEAF-MUTES AND THE BLIND.

The Mackay Institution for Protes-
tant Deaf-Mutes and the
Blind,

MONTREAL, CANADA,

1870-1893.



By HARRIET E. ASHCROFT,

Superintendent of the Institution.

THE MACKAY INSTITUTION FOR PROTESTANT DEAF-MUTES AND THE BLIND.

IN the year 1868, Mr. J. Barrett McGann, the principal of the Upper Canada Institution for the Deaf and Dumb, and pioneer of deaf-mute education in the Upper Provinces, was applied to for admission to his school of a deaf girl from the Lower Province.

This was followed by other applications which Mr. McGann could not entertain, and later on, in his correspondence with one or two of the prominent citizens of Montreal, he expressed his willingness to bring some of his pupils to that city and give a public exhibition of what could be done to ameliorate the condition of the deaf. Arrangements for a meeting were accordingly made, and with such success that a generous amount was subscribed by some of the gentlemen present, and the matter of establishing a school for the Protestant deaf of the Lower Province was taken into consideration, and Mr. McGann was invited to give another public examination of his pupils the following evening.

A few months later another public meeting was called, and the following citizens formed themselves into a committee to establish an Educational Institution for the Protestant Deaf of the Province of Quebec: Mesdames Andrew Allan, P. Redpath, J. W. Dawson, Major, Bond, Cramp, Fleet, Brydges, Moffatt, Brown, and Workman; Messrs. Charles Alexander, President; Thomas Cramp, Vice-President; Fred Mackenzie, Hon. Secretary-Treasurer; Thomas Workman, John Dougall (proprietor *Montreal Witness*), William Lunn, G. Moffatt, J. A. Mathewson, J. H. R. Molson, Hon. J. J. C. Abbott, E. Carter, Q. C., P. D. Browne, W. H. Benyon, J. F. Barnard, J. Leeming, and S. J. Lyman.

It was resolved to ask for legislative aid and to appeal for public subscriptions. Mr. Thomas Cramp collected \$5,950, and Mr. Fred. Mackenzie sent out hundreds of circulars to ministers in all parts of the Province to obtain the name, age, sex, circumstances, etc., of all Protestant deaf-mutes whom they might know of. Still another public meeting was held, when it was decided, on the recommendation of the late Rev.

Collins Stone, of Hartford, who was present by invitation of the board, to make a trial with a small school under the management of Mr. Thomas Widd, himself a deaf-mute of exceptional intelligence.

Mr. Widd's wife was appointed matron. A small red-brick house with ample grounds just outside the city limits was secured at a rental of \$4.00 per annum, and a grant of \$1,000 having been received from the government, on the 15th of September, 1870, the school was ready to receive pupils.

On November 1, 1870, the Institution was formally opened



THOMAS WIDD.

by the Protestant Bishop of Montreal and Metropolitan of Canada.

During its first session sixteen pupils were admitted—thirteen boys and three girls. The system of instruction pursued was similar to that of all British schools—natural signs, writing, and the double-hand alphabet.

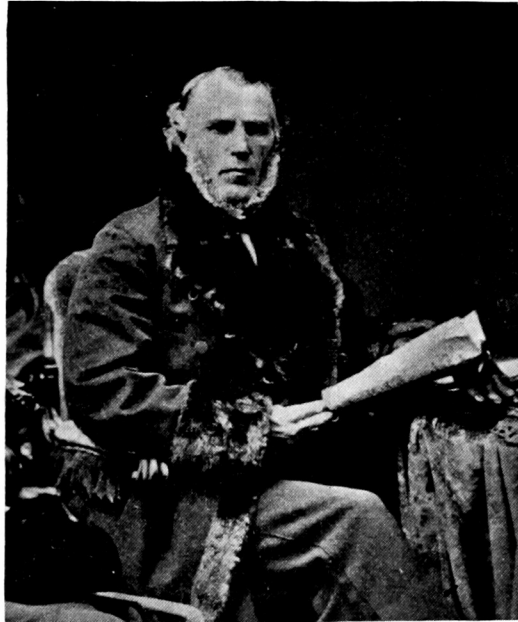
Mr. Widd gave the first public examination of his pupils on June 13, 1871, and in the same month a meeting of the board of management was called, when it was decided that in order to increase the funds, which were very low, Mr. Widd, with some of his pupils, should make a tour of the Province, ac-

accompanied by Mr. Fred. Mackenzie (who was ever ready to lend a helping hand), and, by holding examinations and soliciting subscriptions, advertise the school, as well as increase its funds.

On the 20th of January, 1873, the Governor-General of Canada, Lord Dufferin, accompanied by Lady Dufferin, visited the school and conversed with the pupils.

In 1875 Mr. C. J. Brydges collected \$2,061, and in 1876 the government grant was raised to \$1,729.

Notwithstanding these additions to the income, the great



JOSEPH MACKAY.

financial depression of 1876 affected the Institution in such a measure that it became deeply in debt. At this critical juncture the late Mr. Joseph Mackay purchased a suitable site and presented it, with the handsome and appropriate building now widely known as the Mackay Institution, for the abode and education of deaf-mutes of this Province.

We quote the following from the *Montreal Daily Witness*, November 30, 1876 :

The sixth annual meeting yesterday of this useful and benevolent Institution, which is situated in Cote St. Antoine, was one of the most

interesting and most important ever held, and was marked by an event which is regarded as the commencement of an era in its history.

The Institution had long felt the need of more extensive accommodation, the limited capacity of the building having compelled the turning away of many applicants who had desired admission to its hospitality and advantages, and such a necessity has been very much to be regretted, considering the fact that the principal, Mr. Thomas Widd, and his excellent co-laborer, Mrs. Widd, have devoted themselves exclusively and with whole hearts to the work of, so far as possible, relieving the misfortune of the deaf-mutes, and that a considerable number have already gone out from under their efficient training prepared to earn for themselves a living and even to cope with their more favored fellow-men for success in life. The event referred to was no less than the receipt from Joseph Mackay, Esq., an old friend of the Institute, of the donation of a lot of land, and plans for a magnificent new building which he proposes erecting thereon at his own expense.

The meeting, which was held in the school-room of the Institution, was largely attended. Among those present were noticed Chas. Alexander (President, in the chair), Andrew Allan, F. Wolferstan Thomas, Hugh McLennan, Fred. Mackenzie (Secretary-Treasurer), Esqs., Mr. Duff, Dr. Scott, and a large number of ladies.

After the meeting had been duly opened, the chairman made the following remarks :

"We meet you to-day, ladies and gentlemen, with much pleasure. It is now several years since our work of instructing Protestant deaf-mutes began here, and, though working amid many discouragements, our work has proved so useful that its results more than compensate the managers for all their anxieties and efforts in connection with it. Now, while we have been trying to make both ends meet, in the time of our anxiety God raises up a friend to help us in the very way we wished—that is, to extend our efforts by means of a larger building—and has put it into the heart of an old and respected fellow-citizen, Joseph Mackay, Esq., to give us a splendid piece of ground in Cote St. Luke, and to erect thereon, at his own expense, a stone building capable of accommodating fifty students and their teachers. How thankful we feel for this generous gift was expressed at a meeting of the managers a few days ago."

He then read the following letter :

SHERBROOKE STREET, MONTREAL,
November 24, 1876.

CHARLES ALEXANDER, Esq.,

President Protestant Institute for Deaf-Mutes.

MY DEAR SIR : I have always had a warm sympathy for the deaf-mutes, and have observed carefully the efforts to improve their condition. Seeing that they do not come under our School Board, and that the present accommodation is altogether too limited, I decided on procuring a lot of ground in a healthy situation (Cote St. Antoine), on which I propose to erect a building capable of accommodating about fifty pupils with their teachers, and, when completed, to donate it to trustees for the use of the Protestant deaf-mutes of our Province, trusting that it may receive a liberal support from our charitable public, and that a large number of

this afflicted class may receive in it education fitting them to gain independent livelihoods.

The grounds measure 300 x 241 feet. Accompanying this note is a sketch of the proposed building, which please place before Mr. Widd, principal, and your committee, from whom I shall be very happy to receive any suggestions relative to plans.

Yours, very sincerely,

JOSEPH MACKAY.

Moved by Mr. F. Wolferstan Thomas, seconded by Mr. Hugh McLennan—

That the warmest thanks of this meeting are due, and are hereby tendered, to Joseph Mackay for his magnificent gifts to the Protestant deaf-mutes of the Province of Quebec.

The board of management also resolved to change the name of the Institution to the Mackay Institution for Protestant Deaf-Mutes.

The corner-stone of this magnificent gift was laid on the 6th of June, 1877, in the presence of a large number of ladies and gentlemen.

Mr. Mackay addressed the assembly as follows :

MR. CHAIRMAN, LADIES, AND GENTLEMEN: The Institution for which this building is being erected has had, as yet, a brief career of usefulness. Among its founders and friends may be numbered leading citizens of Montreal, besides other ladies and gentlemen, and I think special mention should be made, in this connection, of our worthy chairman, Mr. Charles Alexander; our secretary-treasurer, Mr. F. Mackenzie; Mr. Thos. Cramp, Mr. Andrew Allan, Mr. Dougall, senior, who is always doing good wherever he goes; Mr. Widd, the principal of the school, as well as the governors and managers, who have done good work. The work of the school was commenced in 1870, with sixteen pupils; the largest number yet in attendance was twenty-five, during the session of 1874 and 1875. The total number connected with the school from its formation is forty-one. Some of these have continued through several sessions, and others have remained for only a few months. Of the twenty-two in attendance last session, seven have paid full fees, five partial fees, and ten were free pupils. Of the education given, it may be sufficient for me to say that it is under the able and judicious direction of the principal and his assistants, and embraces intellectual and spiritual culture, as well as instruction in several of the useful arts of life. The pupils are prepared, when they remain a sufficient time in the Institution, to make their way in this world, and have their minds and hearts turned to the higher realities of the world to come. What a blessing to the afflicted! And thus the founders and supporters are made a blessing as stewards of God's bounty. The government of our Province has given a small annual grant in aid of this Institution, but its support has been chiefly drawn from private benevolence. Feeling deeply the importance and value of the work done, and wishing to promote its success and extension, I resolved some time

ago, as announced in a letter addressed to you, Mr. Chairman, on the 24th of November last, to erect this building, and to place it and the grounds attached to it in the hands of trustees, to be used by them and their successors for the education of the Protestant deaf and dumb of this Province. Several conversations with Mr. Widd, who spoke of the immediate necessity of larger buildings and the difficulties in obtaining funds, led to this decision, specially when, on mentioning it to a relative, the reply was, "Why not do it yourself?"

I only add that I trust and pray this building may be completed without any accident or untoward incident, and be carried to a speedy and successful completion: and for years and generations to come the Institution may, through the Divine favor, prove a source of manifold blessing to the afflicted class whose good it seeks, and may never lack generous, warm-hearted friends, and wise and godly instructors to carry on the work.

The Institution is erected on one of the most picturesque sites in Montreal, commanding a view of the St. Lawrence and Mount Royal. It is intended to accommodate seventy-five pupils. The style of the building is gothic and it is built of gray stone, is three stories in height, with a basement and mansard roof ornamented. It is heated by two hot-water boilers, with coils in all the rooms. The work was designed and carried out under the superintendence of John James Browne, a Montreal architect.

The opening of the Mackay Institution by Lord and Lady Dufferin took place February 12, 1878.

In front of the Institution two evergreen arches were constructed. An immense number of Montreal's leading citizens were present, amongst whom were the Lieutenant-Governor of Quebec, His Lordship the Metropolitan of Canada, Dean Bond, Dr. Dawson, Principal of McGill University, Lieut-General Smyth, U. S. Consul-General Dart, C. J. Brydges, Chas. Alexander, Alderman Clendenning, T. Cramp, F. Wolferstan Thomas, F. Mackenzie, Capt. Smyth, Joseph Mackay, Edward Mackay, Rev. Dr. De Sola, Colonel Dyde, and most of the city clergymen. Precisely at a quarter past 3 o'clock the royal salute by Bugle Major Clapham of the cavalry announced the approach of the party. Their Excellencies were escorted into the hall and conducted to their seats by Mr. Charles Alexander, the president of the Institute, the vast assembly rising.

Rev. Mr. Mackay, of Cote Street Church, read the parable of Christ healing the dumb from St. Mark, and also the 29th chapter of 1st Chronicles, from the 10th to the 22d verse. His

Lordship the Metropolitan of Canada (Bishop Oxenden) then offered up a prayer.

Mr. Joseph Mackay said :

May it please your Excellencies, Mr. President, ladies and gentlemen :

It is exceedingly gratifying and encouraging to the friends of the Institution that your Excellencies have become its patrons, and that the Governor-General and the Countess of Dufferin are present to-day to inaugurate its opening, thus following the example of Her Most Gracious Majesty the Queen, who is ever ready to promote the good of her subjects and the relief of the distressed. I am pleased to see here to-day so many of the friends of the afflicted persons for whom this building is provided. I congratulate the founders and constant supporters—many of whom I see here present—on the good work they have accomplished. And now, good friends, one and all, in providing additional accommodation, I throw on you additional responsibility and afford you greater scope for future usefulness. But let me say I feel that you have only to hint at what is needed in order to induce others to give freely, as “stewards of God,” appointed to support this Institution. We, in the enjoyment of all our faculties, are hardly able to realize the deprivation and isolation of the deaf and dumb—by whom we are surrounded—cut off, as they are, from the tones of home.

Mr. Mackay went on to say that in some homes three and four afflicted ones were to be found, and that this should call forth the sympathy of every one. They all hoped to see their Institution grow in strength in the years to come.

He praised the governors and managers for the success that had attended their efforts. He believed that many present at this opening did not know the great work that was being done. From this time forth let each one say, “I will contribute my mite also,” and the reward would come from God: “Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.” He continued :

In sincere thankfulness to God that I have been instrumental in alleviating the suffering of my countrymen, I pray for life in the future to see God bless the work, that when we of this generation are called away there may be many kind friends ready to fill our place and carry on His work. “Then to God alone be all the praise.”

Having again praised the managers and called upon the citizens to help them in their work, he concluded :

I have the honor to present to your Excellencies the deed of this building for the perpetual use of Protestant deaf-mutes of the Province of Quebec. God bless the Queen, and her worthy representative now amongst us.

Mr. Charles Alexander then stepped forward, and, after a few prefatory remarks, read the following address :

To His Excellency The Right Honorable Sir Frederick Temple Hamilton Blackwood, Earl of Dufferin, Viscount and Baron Claudeboye, of Claudeboye, in the County Down, in the Peerage of the United Kingdom of Great Britain and Ireland, Baron Dufferin and Claudeboye, of Ballyleidy and Killeleagh, in the County Down, in the Peerage of Ireland, and a Baronet, K. P., K. C. B., Governor-General, etc., etc.

May it please your Excellency, the governors and managers of the Mackay Institution for Protestant Deaf-Mutes beg to express to your Excellency their grateful appreciation of the honor you have conferred upon the Institution by consenting to be present on the occasion of the opening of the building in which they have, by the munificence of a liberal citizen of Montreal, been permitted to welcome your Excellency.

This Institution was founded, several years ago, to educate and care for that unhappy class of persons, in the Province of Quebec, who are, unfortunately, deaf and dumb. It has been productive of much benefit to that class of persons referred to, and has been enabled to supply annually about 30 pupils with comfortable quarters and the means of acquiring education.

By the liberality of Joseph Mackay, Esq., the present building has been given, with the ground upon which it stands, for the future use of the Institution, and the governors and managers will, by this munificent gift, be enabled largely to extend the benefits of the Institution, as it can now accommodate at least 100 pupils.

The Institution at present has no permanent endowment, and is supported, in addition to a small grant from the Province of Quebec, by voluntary contributions. The governors and managers have no doubt that the well-known liberality of the citizens of Montreal will continue to support this Institution, and enable it adequately to fulfil the enlarged sphere of usefulness which is now open to it.

The governors and managers have great pleasure in thanking your Excellency most heartily and warmly for this visit, and to assure your Excellency that not only will your presence to-day be most gratifying to the large number who take a deep interest in the good which this Institution is enabled to afford, but that it will shed a ray of light upon the darkened paths of those pupils who to-day are witnesses of your Excellency's gracious sympathy with them, and be an abiding record for all future time of the kind and generous feelings which have guided the representative of their beloved Queen in extending a sympathizing expression to those whom it has pleased the Almighty to afflict.

The governors and managers beg also to be permitted to express their heartfelt thanks for the great kindness which has led Her Excellency the Countess of Dufferin to be also present in this visit of sympathy and mercy to the afflicted, and the governors and managers earnestly pray that your Excellencies may be long spared to perform similar high duties to those which have devolved upon your Excellencies during your residence in Canada, and will ever be borne in deep and grateful remembrance by the people of this country.

Signed on behalf of the Mackay Institution for Protestant Deaf-Mutes.

MONTREAL, *February* 12, 1878.

An address on behalf of the pupils was read ; then a pretty little girl named Jessie Macfarlane, one of the pupils, presented a bouquet of beautiful flowers to Lady Dufferin, who smiled graciously when receiving them.

His Excellency replied :

LADIES AND GENTLEMEN : I can assure you it gives me very great pleasure to have been permitted to take part in the celebration of this day. Never do I feel more at home amongst you, never do I feel greater pleasure in doing my official duties, never do I feel that I am more fitly representing Her most gracious Majesty than when by my presence I testify my sympathy with those who, like the managers of this Institution and like their friends, and especially like Mr. Mackay, are trying to relieve the distressed and lessen calamities like those of the persons on whose behalf we are assembled together this day. Some years ago I had the pleasure of visiting this establishment, but it was then in a different condition, being in a small house, capable of containing only a few people. Now I find myself under the roof of a palace. It was then the grain of mustard seed ; it has since become a great tree, under the protection of whose branches its inmates dwell. I am sure it must be a gratification for Mr. Mackay to know that his efforts are appreciated. The presence of such an audience is proof of this. Most heartily do I wish success to all your endeavors, and most warmly do I congratulate you upon such a measure of success.

In conclusion, His Excellency declared the building open for the purpose for which it was erected.

In 1878, at the eighth annual general meeting, Mr. Charles Alexander resigned his position as president of the board of management ; thereupon the following resolution was carried unanimously :

That the board of managers cannot allow Mr. Charles Alexander to retire from the office of president of this Institution, with which he has been connected since its foundation, without expressing their high appreciation of the valuable services which he has rendered for so many years, and they regret that he has felt compelled to relinquish an office which he had filled in so satisfactory a manner.

The board further took this opportunity of correcting a prevalent impression that the Institution had an endowment fund, as it had none whatever, and rather more than half of its annual expenses had to be provided by voluntary subscriptions. There was a deficit at the end of the year of \$790.72. The outstanding accounts were also considerable, and the board urged their Protestant fellow-citizens to come to their aid in the interests of that class of afflicted persons who were their special charge.

Shortly after this, Mr. F. Wolferstan Thomas collected a sum sufficient to erect ample workshops of gray stone, and also a gallery leading from the main building to the shops. A printing office and cabinet shop were properly equipped, where the boys were instructed in these trades during the hours they were not in school.

In 1880, His Excellency the Governor-General and Princess Louise consented to become patrons of the Institution. His Excellency shortly afterwards visited the Institution. About this time, Mr. Frederick Mackenzie, who had labored so long and earnestly to forward the interests of the Institution, resigned his position as honorary secretary-treasurer; also Mr. and Mrs. C. J. Brydges resigned their offices on the board of management.

Resolutions of regret at losing such good friends were passed at the tenth meeting.

In June, 1881, Mr. Joseph Mackay passed to his rest, and at the annual meeting of the board the managers expressed themselves as follows :

It is their sad duty, before entering on the usual review of their operations for the past year, to record their very deep regret at the irreparable loss which they have sustained by the death of their late president, Mr. Joseph Mackay. His wise counsel and zealous co-operation were of inestimable value to the Institution, which he may have been said to have founded, and of which he was so munificent a benefactor.

Mr. Mackay left a legacy of \$2,000 to the Institution.

Mr. Edward Mackay, brother of the late Joseph Mackay, was elected to the president's chair, which office he worthily filled until the year 1882, when he, too, passed away.

Mr. Edward Mackay took a warm interest in the Institution, and at his death left it a legacy of \$8,000.

Mr. Hugh Mackay was now elected to fill the president's chair, lately occupied by his uncle, but in a few years he succumbed to consumption. On his death, April, 1890, he bequeathed \$12,000 to the Institution.

Mr. F. Wolferstan Thomas, who for many years had taken an active part in the affairs of the Institution, now became its president. The day of his election to this office proved a red-letter day for the Institution and its inmates. Nothing could exceed this gentleman's zeal and capacity, and from that day the Institution took a bound forward, and has ever since claimed its right to be considered not only equal to any school in Canada, but second to none in the world.

A new impetus was given to teachers by increasing their salaries and adding to the staff. Much more prominence was given to articulation, and the comforts of the children were materially increased.

In September, 1881, Miss H. E. McGann, an experienced teacher of the deaf, had been appointed lady superintendent and special teacher of articulation, a position which she filled until Mr. Widd resigned the office of principal in 1882, on account of ill health, and then Miss McGann accepted the position offered her of superintendent.



MRS. H. E. ASHCROFT.

Mr. Widd had been connected with the Institution since its inception, and the best years of his life had been spent in helping to build up the Mackay Institution. The managers expressed their regret at his withdrawal.

In this year the Protestant blind of this Province were admitted to the school, and seven took advantage of the privilege of receiving an education where their own religion only was taught; also the Institution became free of debt.

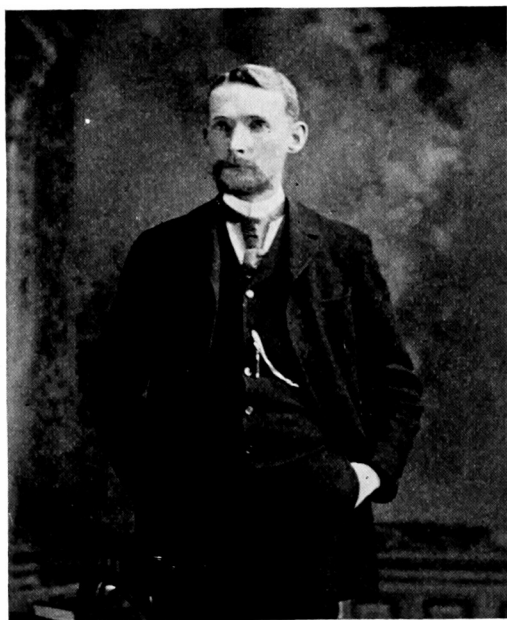
In April, 1889, Miss McGann resigned her position of superintendent to be married to Mr. J. Imrie Ashcroft, who had established a school for the deaf in Victoria, B. C. By subse-

quent arrangements of the board of management Mr. Ashcroft was induced to return to the Mackay Institution, where he had been head-teacher for many years, and he and Miss McGann were united in marriage in June, 1889. Together they managed the internal affairs of the Institution as joint superintendents until November, 1891, when Mr. Ashcroft died of consumption.

At the general annual meeting the following resolution of condolence was passed ;

Moved by Mr. R. Mackay, seconded by Mrs. J. W. Mackedie—

That this meeting desires to place on record their deep regret at the death of the associate superintendent, Mr. J. Imrie Ashcroft, the loss of



JOHN IMRIE ASHCROFT.

whose much valued services will be greatly felt by the managers, staff, and pupils. Mr. Ashcroft's abilities as a teacher of the deaf and dumb and the blind, the interest he took in their welfare and advancement during the many years he was connected with the Institute, together with his high sense of the duties and responsibilities connected with this branch of education, make his loss a void that will be difficult to fill; and they would also express to his widow their heartfelt sympathy with her in this her heavy bereavement; and that the secretary be instructed to send a copy of this resolution to Mrs. Ashcroft and the press.

Mrs. Ashcroft again assumed all the responsibilities attendant on the position of superintendent, but these have been greatly lightened by the managers, especially the lady directresses, Mesdames F. Wolferstan Thomas, P. S. Stevenson, and Robert Mackay, who are always ready to help Mrs. Ashcroft in every emergency, and sustain her in all difficulties.

The system of instruction at the Mackay Institution is similar to that used in all prominent institutions of the United States and Canada. The one-hand alphabet is used exclusively, and signs are used as little as possible. The pupils who learn to articulate are encouraged to use their speech as much as possible, and the teachers associate freely with the children, thereby making them more intellectual and brighter than if left too much to themselves. Earnest endeavors have been made by the superintendent to make this entirely an articulation school, but the advanced age at which many of these pupils enter school renders this almost an impossibility.

The trades taught are printing, cabinet-making, chair-caning, and dress-making.

The patrons and office-bearers are—

Patrons.

LORD STANLEY, of Preston, G. C. B., Governor-General.
H. R. H. The Princess LOUISE,
The Marquis of LANSDOWNE,
The Earl of DUFFERIN, etc.

President.

F. WOLFERSTAN THOMAS.

Vice-Presidents.

R. W. SHEPHERD, CHARLES ALEXANDER.

Directresses.

Mrs. F. WOLFERSTAN THOMAS, Mrs. P. S. STEVENSON,
Mrs. R. MACKAY.

Secretary-Treasurer.

GEORGE DURNFORD.

Honorary Physicians.

Dr. DOUGLAS CORSAN, Dr. J. H. BIRKETT, Aurist,
Dr. E. P. WILLIAMS, Dr. J. C. NICOL, Dentist.

Board of Governors—Life Governors.

CHAS. ALEXANDER,	Mrs. T. HART,
ANDREW ALLAN,	PETER REDPATH,
ALEX. BUNTIN,	GILBERT SCOTT,
JAS. T. CLAXTON,	Mrs. G. MACKENZIE.

Board of Managers.

PRESIDENT,	Mrs. H. MACKENZIE,
VICE-PRESIDENT,	P. MACNAUGHTON,
DIRECTRESSES,	Miss MAJOR,
ANDREW ALLAN,	Rev. J. MCGILLIVRAY,
Rev. ED. BUSHELL,	Mrs. McKEDIE,
Mrs. CRAMP,	JAS. MOORE,
WALTER DRAKE,	DAVID MORRICE,
R. W. HENEKER,	Miss MURRAY,
Mrs. H. ASPINWALL HOWE,	Rev. DEAN NORMAN,
Miss LEARMONT,	WM. RAE,
ROBT. MACKAY,	P. S. ROSS,
Mrs. ROBT. MACKAY,	Miss SHEPHERD,
Mrs. TAYLOR-SUTHERLAND.	

OFFICERS AND INSTRUCTORS.

Superintendent.

HARRIET E. ASHCROFT.

Teachers of the Deaf, the Blind, and of Articulation.

EDITH TERRILL,	ELIZABETH CLUNIE,
JESSIE MACFARLANE,	ROBINA KERR,
IDA McLEOD.	

Teacher of Drawing.

EUGENIE CRAWFORD.

Housekeeper.

CATHERINE BOLGER.

Teacher of Printing, and Boys' Supervisor.

ROBERT WILSON.

Teacher of Carpentry and Cabinet-Making, and Boys' Assistant Supervisor.

FRED L. WILLIAMS.

Caretaker and Engineer.

ROWLEY JAMES.

The value of the buildings and grounds is \$46,000. The expenditure for support last fiscal year was \$9,546; for improvements on buildings and grounds, \$2,391.

The Institution receives its support from the government grant, from the pupils' fees, and from annual subscriptions collected in Montreal, for the support of free pupils, by Mr. F. Wolferstan Thomas, president of the board of management and general manager of Molson's Bank.

The Fredericton Institution for the
Education of the Deaf
and Dumb,

FREDERICTON, NEW BRUNSWICK,

1882-1893.

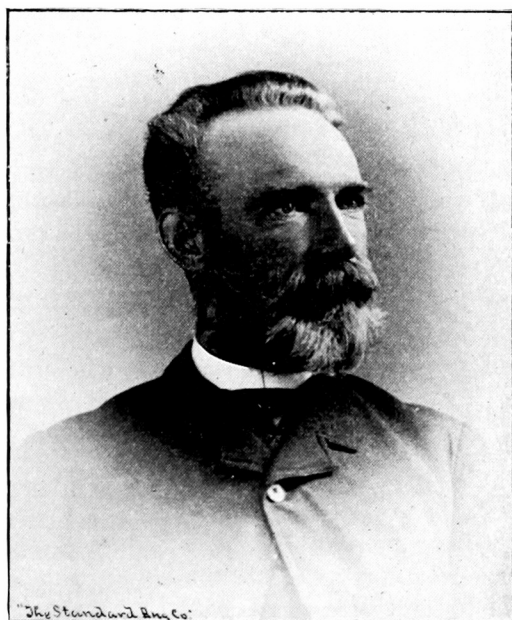


By ALBERT F. WOODBRIDGE,

Principal of the Institution.

THE FREDERICTON INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

THE Fredericton Institution for the Education of the Deaf and Dumb was founded by its present principal and opened on the 1st of September, 1882, to meet an imperative need, and to supply, as far as possible, an ever-growing want in the educational requirements of this Province.



ALBERT F. WOODBRIDGE.

The following, among other considerations, led to its establishment:

STATISTICS.

In 1871 the population of New Brunswick was 285,594, and its deaf and dumb population 306. In 1881 its general population was 321,000, and calculating one deaf-mute for 933 of its population, which obtained in 1871, its deaf-mute population at this time was 344. The Province within this decade

added 35,000 to her population and 37 to the number of the deaf-mutes.

As New Brunswick is increasing her population year by year, it follows, as a natural sequence, that the number of her deaf-mutes is increasing in the same proportion. Increased provision, then, became necessary to overtake the education of these "children of silence," unless New Brunswick was willing to leave the responsibility of their education to a neighboring Province, where but few could obtain the privilege, owing to the disinclination of parents to send their little ones 300 miles away to school. That she was not indifferent to their welfare was evidenced by the encouragement met with in the various sections of the Province where the question was ventilated.

The establishing of a home school for the deaf-mutes of New Brunswick was felt and acknowledged in all quarters to be a step in the right direction, and one which should be supported by all who took an interest in their welfare.

A tangible proof of this encouragement lay in the collections made in various portions of the Province for this purpose; in the promises made by numerous friends of the movement to seek out the deaf-mute children of their respective localities and get them forwarded to Fredericton for education, and in the number of children who were waiting to take advantage of its opening.

OPENING OF THE INSTITUTION.

On deciding on its establishment various difficulties presented themselves for consideration—finding a suitable site and building for our purpose not being the least of these. At last, after much search, both these conditions were amply met in locating the Institution at the residence of Senator Botsford, at Hawthorn Hill.

In accordance with the announcement of our intention made two months previously, the Institution was opened for the reception of pupils on the 1st of September, 1882. Six pupils immediately presented themselves for admission, which number was afterwards increased to eighteen.

It was a great satisfaction to us to have met with a location so beautiful and so admirably adapted in every particular to our wants and purposes. No finer site could be found in the Maritime Provinces. The ample facilities which it afforded

for fresh-air exercise were most conducive to the health and happiness of our pupils. The building was exceedingly convenient, and all who paid us the honor of a visit testified to the arrangements made for the children's comfort. The pupils themselves fully appreciated its advantages, and their noisy shouts when at play indicated thorough enjoyment.

Several well-known gentlemen of the city kindly consented to act as directors. An appeal was issued for funds and we quietly settled down to work.

INSTITUTION DESTROYED BY FIRE.

Our prospects appeared exceedingly bright, but after a few months of steady endeavor to increase the usefulness of the Institution and to bind friends to its interests we met with a serious and unexpected discouragement in the loss of the Institution by fire.

This occurred on March 25, 1883, and necessitated our removal to a residence called "Uplands," a few minutes' walk from Hawthorn Hill, and which was fortunately unoccupied at the time. The fire occurred at 8 o'clock in the evening, and started at the barn, which adjoined the main building. It was discovered in time to get the children out safely, and also the furniture. What was lost was taken away during the confusion incident to such a calamity. The building was totally destroyed, but during the progress of the fire friends kindly removed the children to places of safety. In this connection our sincere acknowledgments were due to those friends who so kindly came forward and rendered valuable assistance during this trying ordeal.

We were glad to be enabled to reopen school at "Uplands" the following week.

GOVERNMENT GRANT.

The parents of our pupils have always been willing to pay what they could towards the board expenses of their children; but most of them being in poor circumstances, they have not been able to do much more than provide clothing for them. We have relied principally on Government aid and voluntary contributions to sustain the work. Steps were taken by the managing committee to lay the claims of the Institution before the Government, and an annual grant of \$1,500 was voted for this purpose.

PURCHASE OF SITE.

As Senator Botsford offered the estate at Hawthorn Hill, the site of the late Institution, consisting of 117 acres, for the very reasonable sum of \$1,000, it was decided to devote \$500 of the amount granted by the Government for two years to secure this eligible site. This was done, and the estate became vested in the hands of Sir John Allen and two other members of our committee. It was our earnest desire to erect a suitable building the moment funds became available for the work.

After several years of steady endeavor, marked by shadow as well as sunshine, a feeling in favor of securing greater advantages for the deaf-mutes of this Province sprang up among our public men and friends of the Institution. Our local government was again appealed to during the session of 1888, and the cause brought prominently before them, the following being a few of the arguments advanced on that occasion to induce more favorable legislation for this portion of humanity:

The claim which the deaf and dumb have upon their native place for what intellectual advantages it affords should be recognized as equally imperative with that of hearing and speaking children. No doubt exists as to the wisdom of making ample provision for supplying every one of these with a good education, but the deaf and dumb are left, to a large extent, dependent on the charity of the benevolent. While the subscribers have given our collectors a very kind reception, and have expressed their satisfaction at the results which have been attained by the Institution during the past year, it is felt that to place the Institution on the best footing and to give it a favorable opportunity of reaching all the deaf-mute children of the Province would be to make it a government Institution, its expenditure to be defrayed by government funds, thus falling upon the whole Province equally; or that each county be called upon to defray the expense of providing an education for these children in proportion to the number which it sends for instruction.

The adoption of some such plan would be of incalculable benefit to the deaf-mute population of New Brunswick. The largest and most flourishing institution in Canada—that at Belleville, Ontario—is supported in this way. Nearly all the institutions in the States are supported by the legislature as a matter of course, and the wisdom of this system is evidenced by the fact that upwards of twenty thousand children have been trained and educated since the first institution was opened at Hartford in 1817. It is but rational to conclude that hundreds of these have become good and respectable citizens, responsible householders, workers in various handicrafts, payers of taxes, and supporters of the State in which they live.

There is no reason why New Brunswick should not take up the matter in earnest, provide a building capable of accommodating fifty or sixty

children, endow it that it may be properly equipped, take measures to induce or compel the attendance of children, and the work, receiving this impetus, will be carried on with hope and vigor. The result cannot but be a blessing to the silent inhabitants of our Province, who are living in a state of bondage and isolation, until their fetters are broken by the light of knowledge and the power which knowledge gives of holding communication with the world around them.

Their condition is anything but enviable, even when crowned with all the advantages which education bestows. They are heavily burdened to the close of life. How much heavier this burden becomes as years advance, and no helping hand is stretched forth to lighten it! Try to imagine its weight. None of the thousand and one delightful sounds which so sensibly affect ourselves can ever be heard by them. No loving accents, no words of kindly cheer, no expressions of sympathy from those who are near and dear, ever reach their ears. Nature's joyous strains are unrealized, unappreciated, and unknown. They can join in no hymns of praise, and for them the glad tidings of salvation are preached in vain. The barrier cannot be removed. No institution can replace their loss. Education cannot restore the precious gift; yet how great is its power to alleviate and soften their deprivation! No amount of teaching can give back the value of this lost faculty; but to reach their minds, although by another avenue; to enable them to discriminate between right and wrong; to give them the means of communication with their fellows; to open the language of books and periodicals; to give them an understanding of the Word of Life, and to lead them to an intelligent appreciation of Christ's great sacrifice and the way of salvation, is what it can do, has done, and is doing at the present moment to thousands of these children in various educational centres throughout the world.

To the credit of our Provincial legislators, our pleading was not in vain, and a bill was passed at this session fully recognizing the claim that the deaf-mutes of the Province were entitled to equal privileges, as regards education, with hearing and speaking children, and provision was made by the passing of this act for the erection of a building capable of accommodating fifty or sixty pupils.

The sum of \$1,000 a year was granted for the term of twelve years to erect a suitable building of brick and stone.

I made drawings of a building which I thought would combine a pleasing and attractive exterior with convenience. It was desired to have a building which would be in keeping with the location designed for it—one that would be, to a certain extent, an ornament to the southern portion of the city, and yet have its space so arranged as to give the greatest facilities for the educational work we had in view. These drawings were submitted, in the first place, to the committee, and afterwards to the Hon. Attorney-General, and on their

approval Mr. Clarke was authorized to draw up the plans and make specifications for the work. Tenders were advertised for, and Mr. Joshua Limerick, of Fredericton, was entrusted with the erection of the building for the sum of ten thousand four hundred dollars.

OUR NEW BUILDING.

Operations were commenced in the spring of 1889, and the main building completed in March, 1891. Barns and other outside buildings were erected at an additional cost of about four thousand dollars. The estate on which the Institution is built is near Salamanca, about a mile from the Cathedral, and visitors coming up the river from St. Johns and points east obtain a good view of the building previous to landing at the wharves of the city.

The site, which was also the site of the first Institution, was purchased after the destruction of that building by fire in March, 1883, and is acknowledged to be one of the most beautiful and commanding in the Lower Provinces.

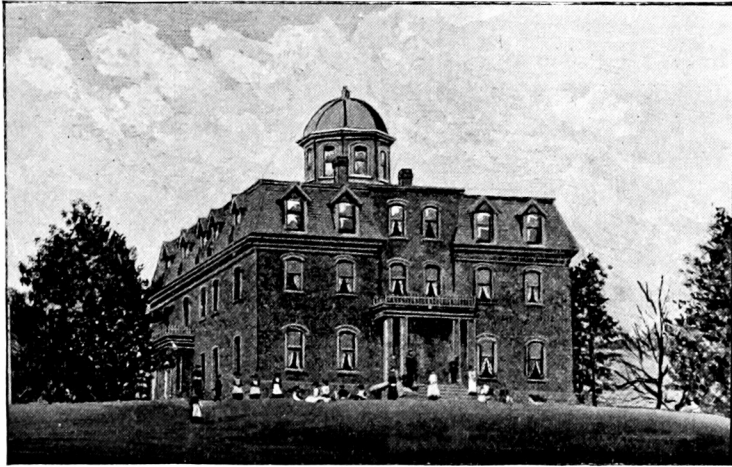
The ground gradually rises from the gate-house near Salamanca, and a carriage-drive winds through a fine avenue of tall spruce and fir trees, and after crossing a little brook spanned by a light wooden bridge the first view of the new building is obtained.

The drive passes on in front of the building and joins the main road, which skirts the base of the hill.

On reaching the terrace, and standing near the site of the old fountain, an extensive and magnificent view of the river, with the lands beyond dotted with farm-houses, meets the eye. To the left, in the distance, Mr. Alexr. Gibson's cotton-mill and the beautiful church at Marysville are plainly visible, and its white spire glistening in the sunlight affords a pleasing contrast to the dark green of the woods beyond. The steep slope behind and in front of the building ensures us good drainage, and the clear spring of water which rises in the woods about a quarter of a mile away from the back of the house is considered one of the best in the neighborhood, and has never been known to fail.

While the grounds have become a veritable wilderness during the past few years by the overgrowth of evergreens and the decay and destruction of the fences and bridges, the splendid growth of beeches, maples, yellow birch, and other

ornamental trees can be advantageously retained, and will add considerably to the beauty of the place, the possibilities of which, where nature has been so lavish, being apparent even to a casual observer.



THE FREDERICTON INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

The building is 56 feet by 65 feet, of brick, with stone basement, coignes, and facings, three stories high, with mansard roof, surmounted by an octagon cupola in the centre. The front entrance has an ascent of nine long stone steps, on the platform of which four circular grooved pillars are erected to form a portico, surmounted by an iron balustrade, and suitable to the character of the building.

The interior is finished throughout in a good and workman-like manner. On entering the building, the main hall, 36 feet by 12 feet, faces you, from which a handsome staircase, with newel pillars and rail of stained walnut, and stained ash banisters, leads to the second and third stories. On the right of this hall are the reception-room, library, and principal's dining-room. On the left are the drawing-room, lady teachers' sitting-room, and girls' sitting-room.

At right angles to the main hall is a second hall, seven feet wide, with an entrance from a portico, with two large pillars, situated on the south side of the building and reached by an ascent of five stone steps.

On the left of this hall is a fine room 32 feet by 17 feet 6 inches, which is used as a school-room. At the end of this

hall is a bath-room, the walls of which are sheathed four feet in stained ash, and the doors and windows in light mahogany. To the right is the gentlemen teachers' sitting-room. On the left of this hall is a third hall, 3 feet 6 inches wide, which gives egress to the play-ground for the boys, whose sitting-room opens into it.

From the second hall a staircase leads into the basement, 65 feet by 56 feet, which contains pupils' dining-room, 33 feet by 18 feet, kitchen, laundry, pantry, scullery, dairy, store-rooms, wood and coal cellars, etc.

The second floor contains principal's bed-rooms, lady teachers' bed-room, large and small girls' dormitories, hospital, spare room, and bath-room.

The third floor contains gentlemen teachers' bed-rooms, large and small boys' dormitories, hospital, lumber-room, clothes-room, etc.

The building is heated by open fire-places in which coal is used, and hot-air apparatus, the furnaces being located in the basement.

From the cupola a magnificent view of the river and surrounding country is obtained.

The planning of its arrangements occupied much thought. Since the building is completed, furnished, and equipped with educational appliances, it is eminently adapted to the purpose which its promoters had in view.

The general exterior of the building is pleasing and attractive, and from its elevated position, sheltered as it is by trees on the north, west, and south, it forms a striking feature in the landscape when seen from either the road or the river.

IMPROVEMENTS MADE IN THE GROUNDS.

A substantial barn, 44 feet by 35 feet, has been erected 100 feet to the left, and back of the main building, with shingled roof and sides, divided into four divisions of 11 feet by 35 feet for barn floor, carriage-shed, harness-room, and stables for horses and cattle, with large upper floor for storing hay, oats, etc.

A new fowl-house, 28 feet by 13 feet, was erected at the back of the barn. A new wood-shed, $27\frac{1}{2}$ feet by $17\frac{1}{2}$ feet, with an upper floor to store farm implements, tools, lumber, etc.

A new bridge was erected across the brook on the road leading into the avenue, and two seats placed there for the convenience of visitors.

The piece of ground, about half an acre in extent, in front of the barn, extending to the brook on the left and to the road which leads in front of the main building, has been laid out as a fruit and kitchen garden. A new pine picket-fence was built round it, the land ploughed, graded, and manured, and a large number of fruit bushes and strawberry plants were transferred to it from the farm.

The splendid plot of ground, of about an acre and a half, which extends from the brook to the edge of the woods on the north side of the fruit garden, has been allotted to the boys for a cricket and base-ball ground. A circular swing, see-saw, and gymnastic apparatus have also been erected there for them. It is intended to clear and grade a plot of ground on the south side of the house for the girls. The portion of ground formerly intended for a flower garden will be levelled in the centre and laid with turf for croquet, etc.; an ornamental fence erected round it, and the flower-beds arranged along the inside of the fence.

The line fence on the north side, extending from the gate-house to the well, a distance of half a mile, was repaired and put into good condition, new rails being used for most of it; the Hon. Senator Wark undertook one-half and we completed the other. A new, substantial cross fence was also erected, running from the line fence at the well right across to the cemetery line. The fence in front of the building between the two entrances was also repaired.

The gate-house was badly out of repair; the roof leaked considerably and it was resingled; the joists and posts of the kitchen were found to be rotten; fresh joists were put in, a new floor laid, and the south wall was taken out and a new one built. The rooms on the first floor were replastered, and the sitting-room and small bed-room repapered. The stone wall in front of the house was rebuilt and a new verandah erected the whole length of the building; it is now comfortable and occupied by a good quiet tenant.

The orchard cottage, on the crest of the hill, was also found to be in a very bad state. The roof leaked; the joists, sills, plates, and corner posts were found to be rotten, and it became dangerous to live in. Attempts were made to repair it, but it was impossible to make a good job of it. The old building, which had been in existence some eighty years, was taken down, and a new and substantial one erected on an im-

proved plan. The framework is good; the roof and sides have been shingled, and the cottage is now finished and very comfortable.

The bridge spanning the brook on the south side of the house was found to be in a shaky and unsafe condition; it was therefore taken down and a new one erected in its place.

Hundreds of small bushes which disfigured the grounds in front of the building were pulled up and burnt. It is intended that walks shall be made, seats erected, and ornamental trees planted where they will add to the beauty of the grounds. Much may be done in this direction to aid nature and give pleasure to every one visiting the Institution.

The long avenue leading from the gate-house to the building required a good deal of attention. Several of the tall spruce trees lining the lower side of the road became rotten and were blown down. These dead trees and limbs were removed, the others carefully trimmed, seats placed here and there, and the appearance of the avenue improved as far as possible. It is always cool and affords a grateful shade even in the hottest weather, and is one of the most attractive spots in the Institution grounds. This is one of the most beautiful places in the whole Province, and where nature has done so much to make it attractive we consider that money is wisely spent in banishing disfigurements, everything that offends an artist's eye, etc., adding, where we can, to the subtle and refining touch of nature's handiwork.

OUR PRESENT POSITION AND PROSPECTS.

We have now a handsome building, well arranged, equipped, and adapted to the work for which it was inaugurated. This Institution is not a sanitarium for the relief of deafness, nor an asylum for the retreat of aged and infirm deaf-mutes. Its character is distinctively and exclusively educational, and it has been established to secure an education for those children whom deafness precludes from participating in the advantages of the ordinary schools, which are so liberally provided for the training of hearing and speaking children throughout the length and breadth of our Province. The course of study comprises the common branches, taught by trained teachers by methods which for years have been successfully used in similar schools in the old country and on this continent.

The sign-language, which is the natural language of all deaf-mutes, is largely used as a means of instruction, and may be discarded afterwards. The deaf, however, cling to it long after their education is completed on account of its convenience, it being the medium by which thought can be most readily interchanged. It is invaluable as a stimulus of the dormant faculties, gives free and unlimited power in the expression of ideas, and is such a ready means of conveying information, of joining in social intercourse and in the discussion of the burning questions of the hour, that as long as the deaf exist it will remain a substitute for vocal speech and a monument to its inventor.

In conclusion, the history of this Institution so far has been one of constantly increasing usefulness and prosperity. Beginning in a small way, amid considerable difficulties, it has advanced step by step, gradually, but persistently, growing year by year in favor with one and all, till its circle of friends and well-wishers to-day may be numbered by thousands. We cannot rest satisfied, however, with the achievements of the past or the prosperity of the present. We would stretch forward to greater conditions of usefulness. While there exist deaf-mute children in the Province uneducated, uncared for, and grovelling in ignorance, it is our earnest desire to bring them within the sheltering walls of the Institution, and unless we strain every nerve to reach these children the feeling remains that our duty is but partially accomplished. With the material support and sympathy of our legislature and our ever-increasing circle of friends, and strengthened by the knowledge that we have made some headway since the inception of the work, we can look forward to the future with confidence, believing that our aims have the sanction and blessing of Him "who made both the deaf to hear and the dumb to speak."

MANAGING COMMITTEE.

Sir JOHN ALLEN, *Chairman.*

Mr. E. C. FREEZE,

Mr. H. C. CREED,

Rev. J. McLEOD, D. D.,

Rev. R. W. WEDDALL,

Mr. G. T. WHELPLEY,

Mr. J. G. McNALLY,

Dr. CROCKET.

Treasurer.

Mr. HENRY CHESTNUT.

Secretary.

Rev. G. GOODRIDGE ROBERTS.

Principal.

Mr. ALBERT F. WOODBRIDGE.

Assistants.

Mr. GEORGE E. POWERS, Mr. WILLARD R. DEMMONS,
 Mr. ERNEST E. PRINCE.

Matron.

Mrs. WOODBRIDGE.

Physician.

Dr. BROWN.

Dentist.

Dr. TORRENS.

In addition to the above, the following four gentlemen were
 lately elected members of the managing committee :

Rev. WILLARD McDONALD, Rev. F. C. HARTLEY,
 Mr. CHAS. FISHER, Mr. CHAS. EVERITT.

CORRESPONDING DIRECTORS.

St. John.

G. S. DEFOREST, Esq., W. H. THORNE, Esq.,
 GEO. WHITNEY, Esq., W. L. PRINCE, Esq.

Woodstock.

Rev. T. C. PHILLIPS, Dr. STEPHEN SMITH,
 Rev. G. W. McDONALD.

Sussex.

Postmaster BOAL.

Moncton.

WM. KNIGHT, Esq.

Chatham.

Rev. CANON FORSYTH, F. E. WINSLOW, Esq.

Newcastle.

Rev. WM. AITKEN.

The Manitoba Institution for the
Education of the Deaf
and Dumb,

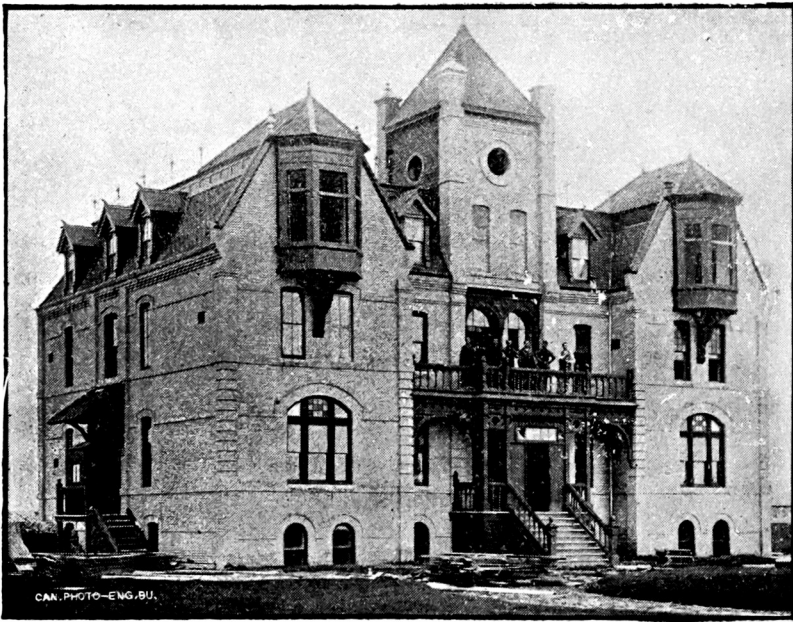
WINNIPEG, MANITOBA, CANADA,

1888-1893.

By D. W. McDERMID,

Principal of the Institution.

PRINTED BY THE PUPILS OF THE INSTITUTION.



MANITOBA INSTITUTION FOR THE DEAF AND DUMB, WINNIPEG.



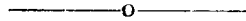
Yours faithfully
D. W. McDermid

Principal

MANITOBA INSTITUTION

For the Education of the Deaf and Dumb,

WINNIPEG, MANITOBA, CANADA.



The Manitoba Institution for the education of the Deaf and Dumb at Winnipeg is the seventh and youngest school of its kind in Canada, and with the exception of one it is the smallest in point of attendance.

In the year 1888 a class was organized under the auspices of the Ministerial Association of Winnipeg with Mr. J. C. Watson as principal and teacher, and in the early part of 1888 an appropriation was made by the Legislative Assembly of Manitoba upon the recommendation of the Government of twenty-five thousand dollars for the erection of a suitable building and for the maintenance of the school for one year. At the same time the institution was taken under the control of the Government and Mr. Watson was confirmed in his appointment as principal.

The various steps taken by the Ministerial Association to lead up to this condition are herewith recorded by the Rev. Hugh Pedley, pastor of the Central Congregational Church, Winnipeg, who was at that time the secretary of the Ministerial Association, and by this fact more closely identified with the work than the other city pastors. It might be suggested that had Mr. Pedley not been the secretary at the time, the interest manifested by the association would not have been so active. :—

“In the year 1888 very largely through the instrumentality of Mr. F. H. Francis, of Headingley, Prof. J. C. Watson, a gentleman who had been engaged in work among deafmutes, was induced to visit Winnipeg with a view of starting an institution for the training of the deaf and dumb. Some vague assurance of support had been given by members of the Government, but when Prof. Watson arrived nothing definite had been done, and he, after consultation with Mr. Francis, brought the matter before the Ministerial Association of the city at a meeting on October 11th 1888.

A committee consisting of the Revs. Jos. Hogg, J. Dyke, A. F. Baird and Hugh Pedley was appointed to co-operate with Mr. Watson in bringing the matter before the public with a view to making a beginning as soon as possible. Acting under the advice of this committee, Prof. Watson engaged a room in the Fortune Block, and the ministers became responsible for the furnishings, heating and rent until the Government should take action. Under such conditions as these, the work was started and quite a number of pupils gathered. The next step taken by the association was on January 7th, 1889, when arrangements were made for a deputation to wait upon the Government, and the secretary was instructed to invite the following gentlemen to join with the association in forming the deputation: Fathers Cherrier and Ouellette, Bishop Machray, Rev. A. E. Cowley, Ven. Archdeacon Fortin, Canon Pentreath, Rev. J. J. Roy, Archbishop Tache, Mayor Ryan, Messrs. C. J. Brydges and Francis and the editors of the city papers. A week or two after the deputation met at the City Hall and went in a body to wait upon the Government. They were courteously received by Mr. Greenway and his cabinet and were given reason to expect that the work would be taken up by the Government and placed on a satisfactory and permanent basis."

As the foregoing account deals more particularly with the efforts put forth by the Ministerial Association in organizing a school and does not refer to the important part taken by members of the Local Legislature in seconding their attempts to obtain recognition from the Government, the history of the pioneer work will be more complete by making the following extract from the last annual report of the principal touching upon this subject:—

"During the session of the Legislature in 1888 the member for Cartier, Mr. Gelley, inquired whether the Government intended taking any action towards providing for the educating of the deaf and dumb children in the Province, and was informed by the Premier, Hon. Mr. Greenway, that they were desirous of moving in that direction. A step further was taken the same day by Mr. F. H. Francis, member for St. Francois Xavier, a gentleman who for years has taken an interest in the education of the deaf and dumb, arising from frequently studying the working and beneficial results of the system in force in a school for this class of unfortunate children at Margate, Kent. He had an interview with the Premier, and expressed the hope the Government would see its way to speedy action, pointed out that in one parish

alone, Headingly, there were five deafmutes of school age, ventured the opinion that they were more numerous in Manitoba than was generally supposed, and offered to set the question at rest by ascertaining their numbers. With the consent of the Government Mr. Francis sent circulars to the secretary-treasurer of each school district soliciting information, and returns were received showing that there between thirty and forty of that class.

Mr. J. C. Watson, of Washington Territory, came out here about this time, and was introduced to the Government and many of the citizens of Winnipeg by Mr. Francis. Soon the interest in the movement to establish a school for the deaf became general, meetings were held and some of the clergy and the citizens co-operated heartily in the project. A plan was formulated under which it was agreed that each of the city churches represented should bear the expenses of the proposed school, provided the salary of the teacher was paid by the Government. While the Government approved of the plan, they were unable to make any grant on the grounds that there were no funds for the purpose. The projectors determined not to abandon their object, resolved that the school (which had already been started) should be maintained, and they maintained it, Mr. Francis paying the salary of the teacher. In the beginning of 1889 deputations of the clergy and laity again urged the matter on the Government with such earnestness that the Ministers saw their way towards asking a grant from the House. Then the success of the project became assured, the Government took over the institution and found quarters for it in the public buildings until our present structure on Portage Avenue was ready for occupation."

With the funds appropriated by the Legislature of 1889, twenty-five thousand dollars, a site was purchased and work was commenced on the building early in the spring and carried forward until the cold weather set in, the severity of which making it impossible to fully complete the work during that year. In May, 1890, it was ready for occupancy and the whole school was moved into the new building from its temporary quarters in the Land Titles Offices.

At the close of school in June there were eighteen pupils in attendance and one teacher, that duty being performed by the principal.

During the summer vacation Mr. Watson was forced to resign on account of ill health. It was a matter of deep regret to himself and his friends that he was not permitted to carry on the work

under the favorable circumstances, which the Institution had been placed shortly before he left. His labors among the deaf of Manitoba commenced without definite promise that the Government would assume the responsibility of providing for their education. During the entire time, about nine months, the school over which he presided and taught, was in a very precarious condition and to be obliged to relinquish his post at a time when his highest hopes had been reached, it is not strange that his disappointment was great. Mr. D. W. McDermid, late of the Iowa Institution, and formerly of the Ontario Institution located at Belleville, was appointed to the vacancy caused by Mr. Watson's resignation, and Mrs. Mary E. McDermid was added to the staff as his assistant. On January 1st, 1891, Mr. J. R. Byrne was appointed supervisor of the boys with the additional duty of assistant teacher, and one year later, Jan. 1st, 1892, Miss Augusta Spaight was added to the teaching staff. The school as now organized has three teachers exclusive of the principal, and with this number the work of the class-room is being carried on in a most satisfactory manner.

The attendance has been increasing gradually since the opening of the Institution though but a small number each year, and there are at the present time thirty-six in residence. The following statement will show the total number who have been taught and the number enrolled each year since the school was founded :—

School opened in 1883 with	8 pupils
Attendance during the session of 1888-89	10 pupils
Attendance during the session of 1889-90	20 pupils
Attendance during the session of 1890-91	32 pupils
Attendance during the session of 1891-92	34 pupils
Attendance during the session of 1892-93	36 pupils
Enrolled during the year 1889	20 pupils
Enrolled during the year 1890	30 pupils
Enrolled during the year 1891	39 pupils
Enrolled during the year 1892	40 pupils

The total number who have received instruction since the school was established is forty-seven.

From various sources which are deemed reliable it is found that there are about sixty or seventy deaf-mutes of school age in the Province, but it is not probable that all of this number will enter the school. The country is growing rapidly and we may look for

an increase in the attendance from year to year in the same ratio that the school has grown since its opening. The management of the Manitoba Institution differs considerably from the American Institutions. The direction of the school is placed under the control of the Department of Public Works, and the minister of that department is responsible for its conduct, as well as all other institutions depending exclusively upon provincial aid for their support. Under the minister is an inspector whose duty it is to inspect and practically direct, with the approval of the head of the department the affairs of the school in a manner similar to a board of trustees. There is much to be said in favor of this system. While the strictest economy is observed with due regard to the objects of public institutions every requirement when positively needed is forthcoming without any unreasonable delay. The minister in charge is a member of the Government, consisting of an executive council of five men who are members of the Legislature and who shape the greater part of the legislation of the country and prepare all estimates for the support of public institutions and the civil government.

There are at the present time thirty-six pupils in residence, and these are divided into three classes. As the school is practically in its infancy there is no class farther advanced than a class of four years' standing, and the work consists principally of language lessons, supplemented by simple exercises in History, Geography and Arithmetic. A small class of five pupils is organized in articulation and is given daily instruction in speech and lip-reading. We quote from the *American Annals of the Deaf*, the editor's definition of the combined System of Instruction which is the system that has been in vogue in this school since its opening: "Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual Method, and so far as circumstances permit, such method is chosen for each pupil as seems best adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended." There are altogether in Canada and the United States fifty-eight schools pursuing the combined system of instruction.

The trades that have been introduced are printing and plate-

engraving. The outfit being small, there are only a comparatively small number of pupils receiving a manual training. It is the intention, however, of the Government to establish a more thorough system, so that, at least, a majority of the boys may have an opportunity of learning some handicraft that will be of practical benefit when they leave school.

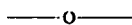
The female pupils are taught plain sewing and fancy work, and the matron has organized a small class in cooking. While no boast is made of the progress attained in the manual arts, we are reasonably satisfied with what is being done in this direction, hoping, however, that the Government may recognize more fully the importance of a practical education for our deaf children.

The only serious mishap that has taken place was the fire which took place October 27th, 1891. On that morning flames were seen issuing from the attic of the building, and before the fire department succeeded in checking the fire the roof and upper flat of the building were totally consumed. The children were all in school at the time, and as the class-rooms are on the first floor they had no difficulty in escaping. The furniture of the institution was nearly all saved, but the officers, pupils and servants lost the greater part of their clothing. The damage to the building and furniture was fully covered by the insurance, and in reinstating the institution the improvements made have greatly added to its appearance and convenience. While the building was undergoing repairs, the school was carried on in a building known as the Bannatyne castle, a large comfortable and convenient house, where the work of the school was not interfered with to any great extent.

Since printing has been introduced a little paper, named the *Silent Echo*, has been published and issued monthly. The principal object in doing this has been to afford the pupils of the school a means of making practical use of the knowledge they are receiving and to establish an active factor in the work of the class-room furnishing as it does a medium for the expression of thought and cultivating a taste for reading. The instruction of plate-engraving has been carried on since the introduction of printing a year ago. It has been found that this industry serves a double purpose, in that it teaches a useful calling and at the same time the pictures turned out furnish excellent aids in the teaching of language to the younger children.

In connection with the school a literary association has been established, known as the Pharnorth Literary Debating Society. Its membership comprises all educated deaf-mutes living in the city, including the advanced pupils of the school. The outside members take an active part in all the exercises, and several of them hold office. The object of the association is to furnish intellectual and social entertainment to its members. The officers are as follows: Honorary president, D. W. McDermid; president, J. R. Byrne; vice-president, Wm. Liddy; secretary-treasurer, A. A. McIntosh; sergeant-at-arms, Theodore Wilkie.

INSTITUTION FOR THE DEAF AND DUMB,
WINNIPEG, MANITOBA.



MINISTER IN CHARGE.

The Hon. Robert Watson.

INSPECTOR OF PUBLIC INSTITUTIONS.

The Hon. J. W. Sifton.

OFFICERS OF THE INSTITUTION.

D. W. McDermid, Principal.

Jas. Patterson, M.D., Attending Physician.

Miss Alice Forster, Matron.

TEACHERS.

Mrs. Mary E. McDermid.

Miss Augusta Spaight.

John R. Byrne (Assistant.)



Miss Augusta Spaight,
Teacher of Articulation.

Miss Alice Forster,
Teacher of Sewing, Fancy Work and
Cooking.

D. W. McDermid,
Teacher of Plate-Engraving.

John R. Byrne,
Supervisor of Boys.

Angus A. McIntosh,
Teacher of Printing.

J. K. Wilson,
Caretaker and Storekeeper.

Eric Clark,
Night Watchman.

III.

SCHOOL IN MEXICO.

The National School for the Deaf
and Dumb,

CITY OF MEXICO, MEXICO,

1867-1893.

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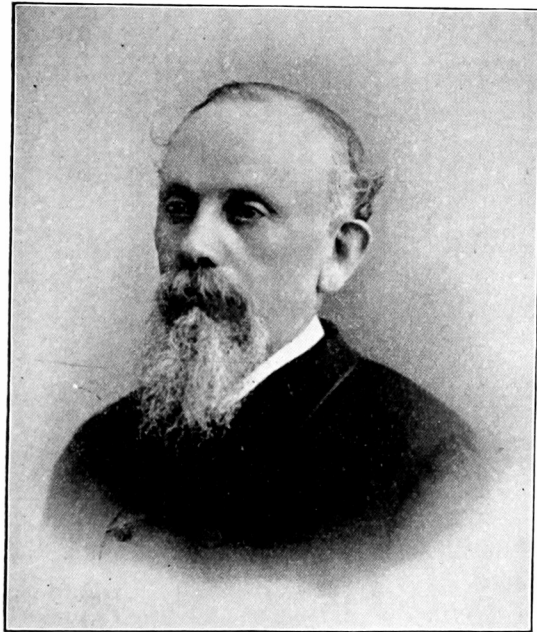
BY DON TRINIDAD GARCIA,

Director of the School.

THE NATIONAL SCHOOL FOR THE DEAF AND DUMB OF MEXICO.

THE FOUNDATION OF THE SCHOOL.

Don Benito Juárez, the illustrious patriot, had the ineffable satisfaction reserved to him, as it were, to establish in a definite manner the present National School for the Deaf and the Dumb, for the third article of the law on public instruc-



DON TRINIDAD GARCÍA, DIRECTOR.

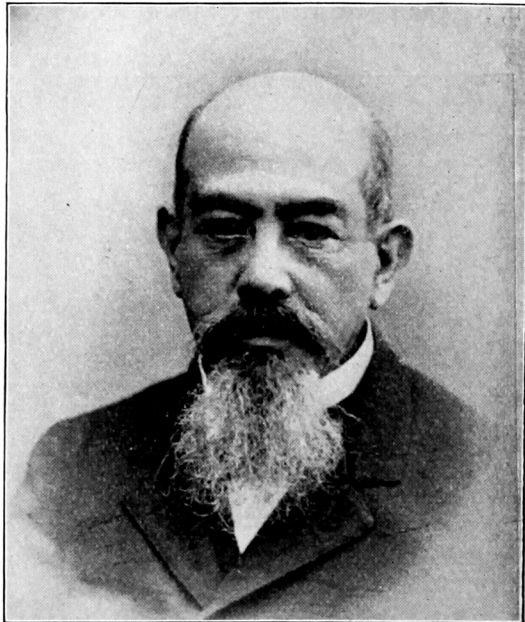
tion, dated April 15, 1861, issued by virtue of the discretionary powers with which he had been invested, says :

There shall be established henceforth, at the capital of the Republic, a school for the deaf and dumb, which shall be subject to the special regulations to be made for the same; and as soon as circumstances shall thereafter permit, other schools, intended to meet the same purpose, shall be established at such points in the Republic as shall be deemed convenient, the same to be paid for out of the national funds.

Unfortunately, the laudable provisions of this law were not complied with on account of the difficult circumstances brought upon the whole country by the French intervention, the governmental authorities having been compelled to withdraw a short time after to Paso del Norte, a place called now Ciudad Juárez—that is to say, Juárez City.

In 1865 a French professor, Mr. Edward Huet, deaf and dumb by birth, came to this country for the purpose of establishing, at this capital, a school for the deaf and dumb.

The energy and activity that characterized him were displayed to the greatest extent whenever an enterprise calculated



DON FERRERO, SECRETARY.

to promote the interests of his fellow-sufferers was started; and encouraged by an ardent zeal to extend to Mexico the benefits he had before spread in Brazil, where, at Rio Janeiro, he had established the Imperial Institute for the Deaf and Dumb with the aid of that country's government, he presented himself to the philanthropist Don José Antonio Fonseca, whose learning and patriotism were widely known, and explained to him his object, soliciting, at the same time, his efficient and well-deserved influence in obtaining official

patronage, indispensable at that time to the realization of his scheme.

The moral feelings of Mr. Fonseca having been vividly touched, he accepted with enthusiasm the scheme, and profiting by his intimate friendship with Don Ignacio Trigueros, then the president of the common council, and who was a man of learning and of noble feelings, succeeded in inducing this gentleman to favor so worthy an object, and to such an extent as to overcome each and every difficulty that was met with, as



COURT AND VESTIBULE.

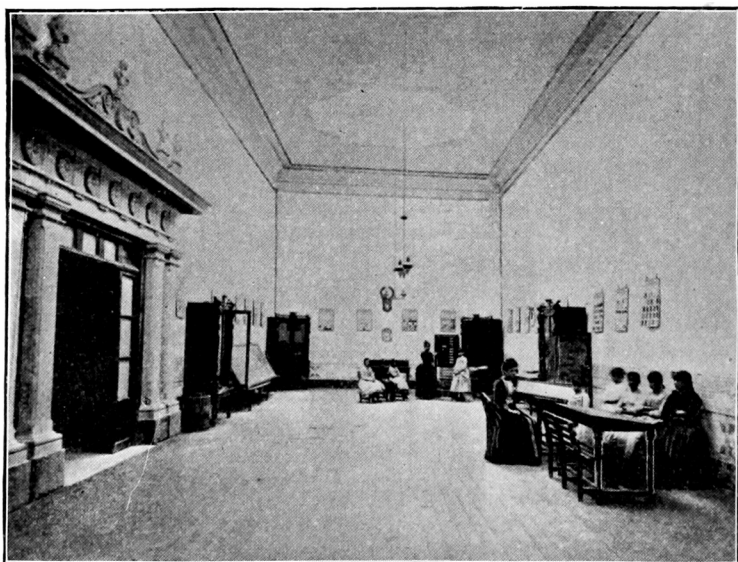
well as to authorize the establishment of the School, which was located in a small department of the building formerly occupied by the extinct college of San Gregorio, in which place now stands the Industrial School.

Constitutional order having been re-established throughout the country, the illustrious Don Benito Juárez, wishing to forward his humanitarian purposes, issued a decree on November 28, 1867, nationalizing the said school, which to that date had been under the control of the municipality, ordering, at the same time, the said establishment to be moved to the building it now occupies, and the same to be denominated "Escuela Normal de Profesores y Profesoras para la enseñanza de sordo-mudos"—that is to say, "Professional Normal School

for the Deaf and Dumb." Hence, the truth of the assertion that to the illustrious Juárez is due the credit of having founded this charitable institution.

THE SYSTEM OF TEACHING.

The system then followed in teaching was that of the Abbe de l'Épée, the basis of which consists in natural pantomime or mimicry, to which are added such conventional signs or signals as will give said language a grammatical character, rendering its construction easy throughout its modifications. By this system Don Pablo Velasco, Don Luis Jiménez, and Don José



ROOM FOR CLASSES AND PUBLIC EXERCISES.

María Márquez graduated, and the respective diplomas of professorship were issued to them by the Government.

Mr. Huet died, and the Supreme Government appointed Professor Márquez in his stead, by suggestion of the president of said School, Don Ramon I. Alcaraz.

In 1883, at the initiation of the president of the establishment, the Supreme Government commissioned Mr. Márquez to go to Europe for the purpose of studying the different systems employed in teaching in the schools for the deaf and dumb, and he was there honored by the appointment of acting member and representative of Mexico in the International

Congress of Instructors of the Deaf and Dumb held in Brussels, to the deliberations of which he contributed his share by defending the purely oral system, which was approved by the said Congress, as the best way or means of communication to enable the deaf and dumb to make themselves understood by persons enjoying the use of all their senses.

Confiding in the knowledge Professor Márquez had acquired of the purely oral system during the time he attended the principal schools of France, Italy, and Spain, on his return



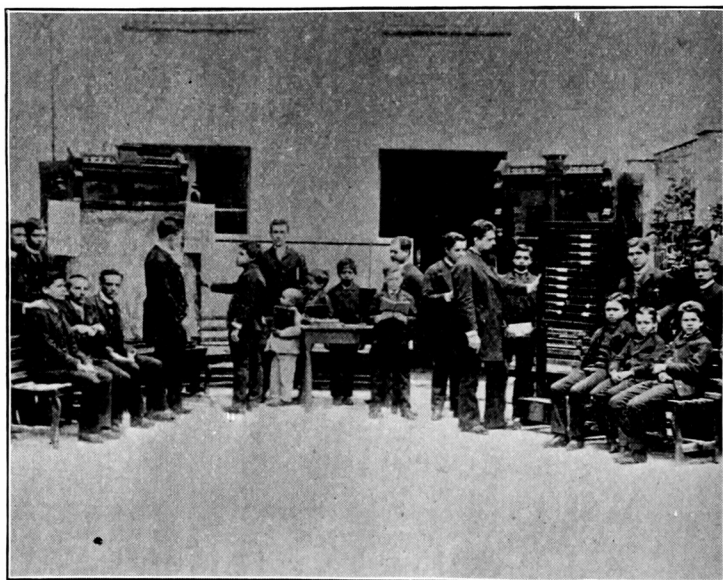
GIRLS' CLASS-ROOM.

the said system was adopted, and, in 1885, the foundation was laid for a thorough trial of it with all the pupils who, on account of their age, were considered available. The old system was continued with those who, having already acquired a knowledge of the dactylogical system, did not lend themselves to the exigencies of the new method, either on account of their physiological condition or owing to defects resulting from their habit of pantomime.

The system, consisting in actions or motions that may be easily repeated or imitated through the simplicity of their form, lacks efficiency when it comes to abstractions; and even when a pupil is relatively competent in the employment or

use of such means, he is often compelled to recur to the help of an interpreter to make himself understood by strangers.

All the obstacles of pantomime which may be noticed, even in the class-room, and which are still more perceptible away from school, are not to be met with in the oral method, the only one which requires no help nor auxiliaries of any kind, and enables a deaf-mute to express his ideas solely by the word and to understand others by reading the movement of the lips.



BOYS' CLASS-ROOM.

The method employed for tuition in accordance with the new or modern system requires, as indispensable factors, the education, as it were, of the sight, which may be said to substitute the ear, and plays an important part in the instruction ; as also the practice and sensibility of feeling, which is a valuable aid and contributes efficiently to perceive the articulated sound. To teach the pupil how to breathe that he may normalize his breath ; to compel and educate the vibrations of the vocal apparatus which for some length of time may have been inactive, and to place him in given physiological conditions, are the principal objects of the professor, and constitute the basis of the method employed to enable the deaf and dumb to speak.

Laborious and long is this system, and on that account it requires, in teaching, resignation, constancy, and steadiness, as it is through these means that the professor succeeds in attaining in a satisfactory manner the reward for the pains taken, and which consists in making his pupil utter such words as will express his feelings.

COURSE OF STUDY.

The course of study embraces the national language, arithmetic, objective lessons, elementary geometry, geography (very particularly that of Mexico), book-keeping, drawing, and penmanship.



CLASS-ROOM.

In the same School the pupils may become tailors, shoemakers, and lithographers, for which purpose shops are maintained in the School, where the boys may become familiar with each of these branches.

The constitution, generally unhealthy, of the pupils makes it necessary, nay, indispensable, to give them frequent physical exercises, such as gymnastics and horticultural practice.

OFFICIAL CONTROL.

The School had been under the control of the Minister of Justice and Public Instruction from the time it was founded

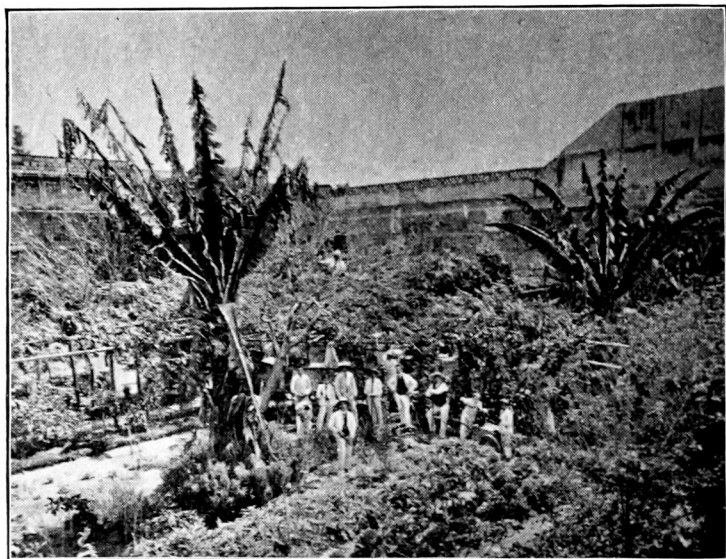
in a definite manner until July of last year, when it was placed under the control of the Minister of the Interior.

SUNDRY INFORMATION.

The number of pupils receiving tuition at the School is thirty-four, of whom ten are girls and twenty-four are boys.

Persons employed at the establishment and professors are as follows:

- 1 president of the School.
- 1 secretary and treasurer.
- 1 physician.



THE GARDEN.

- 1 keeper or controller.
- 1 female keeper or controller.
- 1 general professor.
- 1 assistant general professor.
- 1 professor of book-keeping.
- 1 professor of drawing.
- 1 professor of penmanship.
- 1 professor of physical exercises (gymnastics).
- 1 professor of horticulture.
- 1 professor of lithography.
- 1 female professor of needlework, etc.

1 tailor (master).

1 shoemaker (master).

In accordance with the regulations of the School, only boys below nine years or not exceeding twelve are admitted; they have to answer to an interrogatory relating to antecedents of parents and to any illness the boy or girl may have suffered with, for the purpose of investigating the cause which may have produced the organic disease or defect.

The interrogatory is as follows :

1. Name of the father.
2. Name of the mother.
3. Relationship between the one and the other.
4. Whether the father has ever suffered from fits or a dangerous disease.
5. Whether the mother has ever suffered from fits or a dangerous disease.
6. Have other relatives of the boy or girl ever suffered with deafness or muteness, or have they ever suffered from fits or a dangerous disease ?
7. Did anything special occur during the mother's pregnancy ?
8. Did anything special occur during confinement ?
9. Are there many people who are deaf and dumb at the place where the parents resided or at the place where the child was born ?
10. What is the name of the boy or girl ?
11. What is the age of the boy or girl ?
12. Was the boy or girl ever sick with typhus, measles, scarlet fever, small-pox, whooping-cough, convulsions, or any other dangerous disease ; if so, when ?
13. Are his or her ears burst, or has any matter come out of their ears ?
14. Is the boy or girl vaccinated ?
15. When was it noticed the boy or girl did not hear ?
16. Has he or she ever spoken ? What words did he or she utter ?
17. Does he or she at present suffer from any illness or defect of conformation ?
18. Is the boy or girl obedient ?
19. Has he or she a good temper ?
20. Is he or she inclined to cleanliness ? Can he or she eat unaided ?

21. Can he or she dress and undress unaided? Does he perform his corporeal demands decently?

22. Does he suffer from bladder diseases?

23. Does the boy or girl hear at present?

24. Do things which take place about him attract his attention?

25. Can he imitate the movements performed by the mouth in order to pronounce the vowels and consonants?

26. Can he utter any sounds?

These questions are not always answered satisfactorily, either because the person presenting the child is ignorant of his antecedents, or because the parents fail to answer clearly a number of them; however, it may be deducted that the causes determining the disease or defect of being deaf and dumb are the degree of consanguinity and the unhealthiness of the parents.

CONCLUSION.

Such is *in compendium* the history of this Institute, where some pupils have already acquired instruction enough to make themselves understood with others in society, either by writing or speaking, according to the time devoted to their education.

At present this is the only School for the deaf in Mexico; one was opened at Zacatecas in 1882, but it was afterwards discontinued.

OFFICERS AND TEACHERS.

Director.

TRINIDAD GARCÍA.

Vice-Director.

JUAN N. OCADÍZ.

Physician.

JOSÉ DE LA CUEVA.

Prefects.

RAFAEL CASTILLO, MANUELA CABRAL.

General Instructor.

LUIS G. VILLA.

Assistant General Instructor.

SANTOS DELGADO.

Aspirants to Instructorship.

ADOLFO HUET,	ELÍGURA CONTLA,
MANUEL BUSTO,	DOLORES ORTÍZ,
MANUEL LINARTE,	VIRGINIA VELASCO.

Instructor in Book-keeping.

LUIS G. VILLÁ.

Instructor in Drawing.

FELIPE OCADÍZ.

Instructor in Penmanship.

MARIANO GALLARDO.

Instructor in Gymnastics.

ENRIQUE ALFARO.

Instructor in Horticulture.

ADOLFO HUET.

Instructor in Lithography.

LORENZO ADUNA.

Instructor in Manual Training.

MICAELA FERNANDEZ.

IV.

American Schools for the Deaf
which have been Discontinued,

1817-1893.



BY THE EDITOR.

AMERICAN SCHOOLS FOR THE DEAF WHICH HAVE BEEN DISCONTINUED, 1817-1819.

Most of the American Schools for the Deaf which have existed for a time and then been discontinued are mentioned incidentally in the foregoing Histories. It seems desirable, for convenience of reference, to recapitulate these, adding brief notices of such as have not already been spoken of. Two of the schools which are not mentioned in any of the foregoing Histories, namely, Mr. Bartlett's and Dr. Bell's, receive fuller treatment in separate articles.

**Mr. David G. Seixas's School for the Deaf and Dumb,
Philadelphia, Pennsylvania, 1819 (?)–1820.**

See the History of the Pennsylvania Institution (Article III, Volume I), page 8.

**The Central New York Asylum for the Deaf and
Dumb, Canajoharie, New York, 1825–1836.**

See the History of the New York Institution (Article II, Volume I), page 18. The last principal of the Central Asylum was Mr. Oran W. Morris, and on its union with the New York Institution, in 1836, he became a teacher in the latter Institution.

**Mr. Colonel Smith's School for the Deaf and Dumb,
Talmadge, Ohio, 1827–1829.**

See the History of the Ohio Institution (Article V, Volume I), page 20.

**Mr. Ronald McDonald's School for Deaf-Mutes,
Quebec, Canada, 1831–1836.**

See the History of the Montreal Catholic Male Institution (Article LXXX, Volume III), page 8, and the History of the Ontario Institution (Article LXXXIII, Volume III), page 7.

Mr. Antoine Caron's School for Deaf-Mutes, Saint Hyacinthe, Province of Quebec, Canada, 1836.

See the History of the Montreal Catholic Male Institution (Article LXXX, Volume III), page 8.

School for Deaf-Mutes of the Sisters of St. Joseph, Carondelet, Missouri, 1837-1885.

See the History of the Mariæ Consilia Institution (Article LXVIII, Volume III), page 3.

Mr. James McLean's School for the Deaf and Dumb, Parke County, Indiana, 1841-1842.

See the History of the Indiana Institution (Article VII, Volume I), page 9.

Mr. William Willard's School for the Deaf and Dumb, Indianapolis, Indiana, 1843-1844.

See the History of the Indiana Institution (Article VII, Volume I), pages 5 and 11.

Mr. J. W. Woodward's Private School for the Deaf and Dumb, Clarksville, Arkansas, 1850.

See the History of the Arkansas Institute (Article XXVIII, Volume II), page 1.

The Cheesbro School for the Deaf and Dumb, near Delavan, Wisconsin, 1850-1851.

See the History of the Wisconsin School (Article XIV, Volume I), page 6.

Mr. Bartlett's Family School for Young Deaf-Mute Children, New York City, Fishkill Landing, and Poughkeepsie, New York, and Hartford, Connecticut, 1852-1861.

See Article LXXXIX, Volume III.

Mr. William Gray's School for the Deaf and Dumb, Halifax, Nova Scotia, 1855-1857.

See the History of the Halifax Institution (Article LXXXII, Volume III), pages 4 and 5.

**Mr. J. B. Edwards's School for the Deaf and Dumb,
Lexington, Georgia, 1856.**

Mr. Edwards was a former pupil of the American Asylum at Hartford. He carried on this School as a private enterprise, for a short time, at his father's house.

**Dr. Platt H. Skinner's School for the Deaf and Dumb,
Washington, District of Columbia, 1856-1857; Niagara
Falls, New York, 1857-1860; and Trenton, New Jersey,
1860-1866.**

Dr. Platt H. Skinner, whose wife, Mrs. Jerusha M. [Hills] Skinner, had formerly been a pupil and afterwards a teacher in the New York Institution, opened his School in Washington in 1856. Owing to circumstances which need not be related, the School was broken up in a few months. He then removed to Niagara Falls and opened a school there, at the same time publishing a small newspaper entitled "The Mute and the Blind." In this school blind children as well as deaf were received, and colored as well as white. In 1860 he removed the school to Trenton, New Jersey. See the History of the New Jersey Institution (Article LXIX, Volume II), pages 3 and 7.

**Mr. J. B. McGann's School for the Deaf and Dumb,
Toronto, Ontario, Canada, 1858-1864; Hamilton, Ontario,
Canada, 1864-1870.**

See the History of the Ontario Institution (Article LXXXIII, Volume III), page 8, and the History of the Mackay Institution (Article LXXXIV, Volume III), page 3.

**Home for the Education and Maintenance of Young
Deaf-Mutes, New York City. 1859-1862.**

At the time this school was established pupils under twelve years of age were not admitted into the New York Institution, which was then the only school for the deaf in the State. The object of the Home was to provide for the instruction of these young children, especially those who lived in New York city, and were subject to unfavorable influences in their own homes. In 1862 the law of the State was so changed as to allow admission to the New York Institution at six years of age, and this school ceased to exist. The total number of pupils instructed was about thirty, and their ages varied from four to ten years.

Mr. Asa Clark's Private School for the Deaf and Dumb,
Fort Smith, Arkansas, 1860-1861.

See the History of the Arkansas Institute (Article XXVIII,
Volume II), pages 1 and 2.

**Miss Harriet B. Rogers's Private School for Deaf-
Mutes,** Chelmsford, Massachusetts, 1866-1867.

See the History of the Clarke Institution (Article XXVII,
Volume II), pages 9-13.

The Little Rock School for the Deaf and Dumb, Little
Rock, Arkansas, 1867-1868.

See the History of the Arkansas Institute (Article XXVIII,
Volume II), page 2.

The Pittsburgh Day-School for the Deaf and Dumb,
Pittsburgh, Pennsylvania, 1869-1876.

See the History of the Western Pennsylvania Institution
(Article LX, Volume II), pages 5-8.

Mr. Greenberger's School for Deaf-Dutes, Chicago,
Illinois, 1870-1871.

See the History of the Chicago Day-Schools (Article
XXXVII, Volume II), page 1.

The Cleveland Day-School for Deaf-Mutes, Cleveland,
Ohio, 1870-1874.

See the History of the Cleveland School (Article LXXIX,
Volume III), page 3.

The Class for Deaf-Mutes in the Cayuga Lake Academy,
Aurora, New York, 1871-1879.

The Cayuga Lake Academy was a school for hearing youth,
of which the principal was Charles Kelsey, M. A. A few deaf
pupils, never exceeding four in number, were admitted, and
were taught by Mrs. Kelsey by the oral method. They asso-
ciated with the hearing pupils out of school, but had separate
instruction in the class-room. In 1879 Mr. Kelsey was ap-
pointed superintendent of public schools at Marquette, Michi-
gan, and Mrs. Kelsey's class in the Academy was discontinued.

The New Brunswick Institution for the Deaf and Dumb, St. John and Portland, New Brunswick, Canada, 1873-1890.

This Institution began in 1873, at St. John, as an "Evening and Sunday School," but in 1884 became a boarding establishment. It was conducted by Mr. A. H. Abell, a graduate of the Halifax Institution. A small appropriation was received from the provincial government, but the Institution depended mainly upon subscriptions for its support. In 1879 it was transferred from St. John to Portland, in St. John county, and from lack of funds the number of pupils, which at one time had been thirty-nine, was reduced to four. In 1885 the number had risen to twenty-five, but in 1890, owing to the establishment of the Fredericton Institution, the school was discontinued.

Mr. Syle's Free Evening Class for Deaf-Mutes, New York City, 1874-1878.

This class was begun in November, 1874, under the auspices of the Board of Education of New York city. It was technically a class of the evening school held in Grammar School No. 40, East Twenty-third street, and was nominally under the principal of that school; but, in fact, Mr. (afterwards Reverend) Henry Winter Syle, formerly a teacher in the New York Institution, had the sole control and direction of it. It met three evenings in the week, from 6½ to 9 o'clock. The pupils were mostly persons who had received some previous instruction, and were engaged during the day in earning a livelihood. The instruction given them in the evening class was chiefly in matters of practical importance to them in their trades and other business, especially mechanical drawing, book-keeping, and colloquial language. Several of the pupils had been educated in German schools, and joined the class in order to acquire a knowledge of English.

In 1875 Mr. Syle resigned the direction of the class to accept a position in the United States Mint at Philadelphia, and was succeeded by Mr. James S. Wells, a graduate of the New York Institution, formerly a teacher in the Texas School. Under Mr. Syle's administration the average number of pupils in attendance had been 33. After he withdrew the number was diminished, and in 1878 the class ceased to exist.

**The Erie Day-School for Deaf-Mutes, Erie, Pennsylvania,
1874-1884.**

The Erie Day-School was begun through the efforts of Mr. William Himrod, a gentleman of that city, who had a deaf son. On inquiry he found several other deaf children in the city, and bringing the subject to the attention of the city School Board, succeeded in September, 1875, in having a class organized under the control of the Board. Mr. Nic Bohnen, a teacher in one of the public schools, who had taught the deaf for two years in Germany, took charge of the class. At first he taught it only for one hour in the morning and another in the afternoon, continuing to conduct his class of hearing children during the other hours of school; but after a few months he gave up his hearing class, and devoted his whole time to the deaf children. The oral method of instruction was followed.

In 1876 Mrs. A. D. Ross took charge of the class. She was succeeded in 1879 by Miss Mary Welsh. The highest number of pupils reported at any time was 11. In 1884 the School ceased to exist.

**The Alleghany City Day-School for the Deaf and
Dumb, Alleghany City, Pennsylvania, 1875-1876.**

The Alleghany City Day-School was begun in 1875 by Mr. Archy Woodside, a graduate of the Pennsylvania Institution, who had been at the head of the Pittsburgh Day-School since its establishment. On the discontinuance of the Alleghany City School, in the following year, its pupils were placed in the Western Pennsylvania Institution.

**Mr. Adam Stettner's Day-School for Deaf-Mutes,
Milwaukee, Wisconsin, 1878-1884.**

See the History of the Wisconsin System of Public Day-Schools (Article XCIV, Volume III), page 4.

**Mrs. Kelsey's School of Articulation, Marquette, Michi-
gan, 1879-1883.**

Mrs. A. M. Kelsey, who had taught a class of deaf children in the Cayuga Lake Academy, Aurora, New York, for several years, removed to Marquette, Michigan, in 1879, and opened a private school taught by the oral method. The number of pupils never exceeded three, and the School was discontinued in 1883.

The Philadelphia Day-School for Deaf-Mutes, Philadelphia, Pennsylvania, 1880-1881.

The Philadelphia Day-School for Deaf-Mutes was opened in 1880 at 707 Fairmount avenue, Philadelphia, by Mr. Jerome T. Elwell, a graduate of the Pennsylvania Institution and of the National College. It began as a private school, but with the hope that it would be adopted either as a branch of the Pennsylvania Institution or of the school system under the direction of the city Board of Education. The manual method of instruction was followed. In the following year Mr. Elwell was appointed a teacher in the Pennsylvania Institution, and an oral day-school having been established as a branch of that Institution, this school was discontinued.

The Scranton Day-School for Deaf-Mutes, Scranton, Pennsylvania, 1880-1883.

See the History of the Pennsylvania Oral School (Article XLVIII, Volume II), page 1.

The School for the Deaf and Dumb, Zacatecas, Mexico, 1882.

See the History of the National School of Mexico (Article LXXXVII, Volume III), page 12.

The St. Joseph's Deaf-Mute Institute, Hannibal, Missouri, 1882-1887.

See the History of the Mariæ Consilia Institution (Article LXVIII, Volume III), page 3.

Dr. A. Graham Bell's Private Experimental School, Washington, District of Columbia, 1883-1886.

See Article XC, Volume III.

The Rev. W. D. McFarland's Private School for Defective Youth, Tacoma, Washington, 1885-1886.

See the History of the Washington School for Defective Youth (Article LIV, Volume II), page 3.

Miss Mary S. Garrett's Private School for Teaching Deaf Children to Speak, Philadelphia, Pennsylvania, 1885-1889.

This School was opened January 12, 1885, by Miss Mary S. Garrett, who had previously been a teacher in the Oral Branch of the Pennsylvania Institution. It began with seven pupils, who had been under Miss Garrett's instruction in that Institution, and others afterwards entered, the highest number reported in attendance being fourteen. The School was discontinued in 1889, because the Oral School at Scranton became a boarding-school that year, and such of the pupils as did not go to work at that time were sent there.

The seven boys who constituted the first pupils are all at work now. One is a printer, two make dental instruments, one is employed part of the time by a photographer and the rest of the time does designing and painting, one is a cigar-maker, another works with his father who is a sexton and carpenter, and another works for his father in his brickyard.

The New Orleans Public School for Deaf-Mutes, New Orleans, Louisiana, 1886-1891.

This School was opened in January, 1886. It was supported by the city as a part of the public-school system. The teacher was Mr. Robert B. Lawrence, a graduate of the New York Institution. The manual method of instruction was followed. The School had sixteen pupils at the outset, but the number diminished to eight in 1890, and in 1891 the School was discontinued.

The Cathedral School for Deaf-Mutes, Cincinnati, Ohio, 1887-1890.

See the History of the Cincinnati Public School (Article XXXIX, Vol. II, page 3). The teacher of the School during its entire period was Mr. E. P. Cleary, a graduate of the National College. The manual method of instruction was followed. The highest number of pupils in attendance was eighteen.

Miss Parker's School for the Deaf, St. Louis, Missouri, 1887-1891.

This was a private oral school, conducted by Miss Rilla L. Parker, who previously had taught the school at La Crosse,

Wisconsin. The highest number of pupils in attendance was ten. In 1891 Miss Parker discontinued the School, accepting a position as teacher in the Tennessee School.

The Frentz School for the Deaf, Oshkosh, Wisconsin, 1888-1889.

The Frentz School was opened in September, 1888, and continued during the school year of 1888-'89. It was established under the provision of the State law passed in 1885, mentioned in the History of the Wisconsin System of Public Day-Schools (Article XCIV, Volume III, page 7). The teacher was Mr. Harry Reed, a graduate of the Wisconsin School and National College, and formerly a teacher in the Kansas Institution. The manual method of instruction was followed.

Miss L. Kugler's School for the Deaf, St. Louis, Missouri, 1890-1892.

This was a private oral school, never numbering more than five pupils. Miss Kugler died December 18, 1892, and the School had been broken up by her illness some weeks before her death.

Mr. Bartlett's Family School for
Young Deaf-Mute Children,

NEW YORK CITY (1852),
FISHKILL LANDING, NEW YORK (1853),
POUGHKEEPSIE, NEW YORK (1854-1860),
HARTFORD, CONNECTICUT (1860-1861),

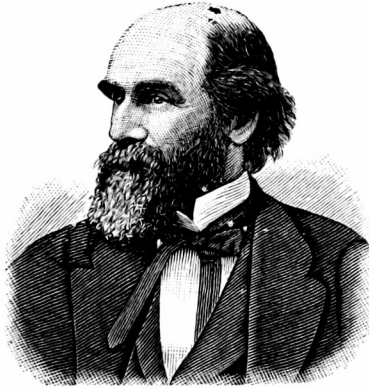
1852-1861.



BY THE EDITOR.

MR. BARTLETT'S FAMILY SCHOOL FOR YOUNG DEAF-MUTE CHILDREN.

UNTIL the opening of this School in 1852 pupils were not received into the American schools for the deaf until they were ten or twelve years of age. In most of the schools twelve was the lowest age at which they could be admitted at the expense of the State. Parents often brought their children hundreds of miles and pleaded for their admission, but in vain. The children had to return to their homes, and lose in idleness the precious years best adapted to the acquisition of language.



DAVID ELY BARTLETT, M. A.

Mr. David Ely Bartlett, a graduate of Yale College, for twenty-four years an instructor of the deaf in the Hartford and New York Institutions, a man of remarkable energy, vigor, enthusiasm, and devotion, became convinced, in the course of his experience as a teacher, that the exclusion of young deaf children from instruction was a great loss and injury to them, and determined to try the experiment of a school to which they should be admitted at as early an age as their parents were willing to entrust them to his care. Accordingly, in February, 1852, he issued the following circular :

The undersigned, having been for more than twenty years engaged in the instruction of the deaf and dumb at the American Asylum for the Deaf and Dumb, Hartford, Conn., and at the New York Institution for the Deaf and Dumb in the city of New York, has had abundant opportu-

nity for finding out and learning to appreciate the peculiar wants of this class of pupils, and the peculiar difficulties connected with this department of education. He has, moreover, learned to sympathize with the parents of deaf-mute children, in the difficulties which they meet in the management of their children previous to their education at school. Applications are often made by the parents and guardians of deaf-mute children for their admission into our public institutions for the deaf and dumb at an earlier age than is rendered practicable by the rules of these establishments.

With a view of affording to such parents and guardians an opportunity of securing the early education of their children which they desire, the undersigned has made provision for the instruction and training of a select number of young deaf-mutes in his family.

The result of an experiment he has been making with some little deaf-mutes, from six to ten years of age, for a few months past, has greatly strengthened and increased his belief in the practicability and advantage of beginning early the education of the deaf and dumb.

The plan of training that he proposes is one adapted to the physical, mental, and moral wants of children of an early and tender age, and to their advancing years.

Parents and guardians of deaf-mute children who may be wishing for their children instruction of this kind may obtain the opportunity they desire by applying to the undersigned, Fiftieth street, New York, four doors west of the New York Institution for the Deaf and Dumb.

D. E. BARTLETT.

NEW YORK, *February* 16, 1852.

References, testimonials, and other information will be given to those who may wish for them.

Mr. Bartlett opened the School soon after the publication of this circular. Besides deaf children, he received several hearing children, the brothers and sisters of the deaf pupils. Their parents thought—and Mr. Bartlett encouraged them in the idea—that the co-education of deaf and hearing brothers and sisters would be mutually advantageous. The deaf child would have the companionship of one or more persons from his own home, and the benefit of conversation with hearing children in verbal language out of school-hours; while the hearing child would acquire the ability to use signs and the manual alphabet rapidly and fluently, and so to become a ready interpreter between the deaf child and the other members of the family at home.

Mr. Bartlett admitted children into his School at the ages of four and a half, five, six, and seven years. He did not confine the little ones at first to a regular routine of exercises, but endeavored to accustom them—at the table, in their games and walks, and in all the incidents of every-day life—to think

and express their thoughts in alphabetic language, thus making the acquisition of language a matter of imitation, practice, and habit, as it is with hearing children.

Two years after the School was opened, the father of one of the pupils, writing of it in a New York paper, said :

Mr. Bartlett's pupils compose his family ; the children evince by their manners that kind of confident, trusting familiarity which one expects to see in a well-governed *home*, and their smiling, gleeful faces express their happiness and contentment. The family and the School, are, however, so intimately blended that it is impossible to speak of the one as distinct from the other, and hence any minute description of every-day life in the house would seem to be a violation of the sanctity of a private home.

I cannot, however, refrain from saying of Mr. Bartlett that he is well known to all interested in the education of deaf-mutes, especially in New York, as an accomplished scholar and thoroughly a Christian gentleman. No one can see him, as I have seen him, without a conviction that he is animated by all that patient zeal, devotion, energy, capacity, and cultivation that go to make up the character of the philanthropist. His excellent, accomplished, and beautiful wife will, I trust, pardon me for saying that she is literally a helpmeet for such a man.

Beside Mr. and Mrs. Bartlett, there is a young lady (a deaf-mute), who is an assistant teacher ; a governess, also a deaf-mute, and others, who have the care of the children.

Mr. Bartlett believes that his pupils are to be won and led, not driven ; and let any person behold this little household joining their teacher, at the close of the school, in an earnest though voiceless acknowledgment to God for his goodness, and a prayer for his blessing and favor, and they will soon see upon what foundation the teacher builds.

The land about the house is extensive and well cultivated. The playground is ample, and every facility given for the development of the bodily powers and the cultivation of such tastes for mechanical or other pursuits as the pupils may display.

I have written thus much, not for the purpose of puffing one whom I am proud to speak of as a friend, but because I believe there are many parents in the State who will rejoice to know that such a school as I have imperfectly described is in successful operation. I am the father of a deaf-mute son, now nine years old, and I consider myself so fortunate in being able to place him in the hands of such a man as Mr. Bartlett that I desire to have other parents, similarly interested, know that there is such a School, so conducted that they may lay aside all fear and anxiety, and entrust their children confidently to its influences. Of the teacher, I can say, conscientiously, that I believe no man was ever more peculiarly qualified to supply a peculiar want than is Mr. Bartlett.

Of the results of the experiment of educating deaf and hearing brothers and sisters in the same school, Mr. Bartlett said :*

*Quoted in the *American Annals of the Deaf*, vol. xxx, p. 249.

We find this beneficial to both classes—to the deaf-mutes in enlarging their scope of thought by bringing their minds into contact with those of their more favored companions; beneficial yet more variously to those who hear and speak, quickening their perception, and improving their mental development by presenting to their minds language under entirely new forms; by the use of the manual alphabet in spelling words; and also by the by no means inconsiderable advantage of improved ease and expressiveness of manner, induced by practice in the use of gesture language.

The late Rev. Henry Winter Syle, who was a pupil in Mr. Bartlett's School nearly the whole time of its existence, many years later expressed the following opinion of the value of this associative feature of the School: *

I think my old schoolmates, as a rule, take larger and more sensible views than deaf-mutes trained in an institution. They are not so clan-nish, and their minds did not get into a rut at school. They think and feel as hearing people do. * * * I believe a distinct and powerful influence was exerted by the association, the admixture of hearing children, between whom and the deaf there was perfect equality in every respect, save where a difference was made absolutely necessary by the fact of deafness. Hearing and deaf children slept in the same room, sat at the same table, mixed together, sat side by side at the prayers (which were conducted in signs), and, in certain studies, they were together in the class, and *all* recited manually. * * * It was this association, I have no doubt, that contributed largely to make my schoolmates feel at home and at ease in hearing society—that enabled them to understand how hearing people viewed things, and to view them in the same way, naturally and habitually, not in a forced and foreign way.

The number of pupils who attended the School for longer or shorter periods during the eight years of its existence was about thirty. Few of them received their entire school education here; after remaining a year or two they were generally transferred to public schools for the deaf.

The School was not successful pecuniarily, but in other respects the results of the experiment fully equalled Mr. Bartlett's expectations. The development of the children's minds through the free use of the sign-language at an early age, and the exercise of their mental powers in acquiring the elements of verbal language by a method of instruction adapted to their years, prepared them for rapid advancement in their future course, and in due time gave them a fuller and freer use of language than is usually acquired by deaf-mutes. The late Mr. George Wing, an intelligent and unprejudiced observer, who

was not educated at this School, but knew some of its pupils in later life, wrote, a few years ago, concerning them: *

Several of Professor Bartlett's former pupils have been for many years among my intimate friends and associates. Some of them are remarkable examples of deaf-mutes, from infancy using written language with all the freedom and accuracy of educated hearing persons. One of them, a lady deaf from birth, attributes her remarkable facility in the use of language mainly to her learning at the start *to think in language*. Childish and imperfect though it was, the language she used was a *living* language. The words and sentences spelled with her childish fingers were spelled with the purpose of communicating thought, and the signs habitually used were representatives, rather than pictures, of thought, taking much of their cast and sequence from the mental habits of the hearing children. Thus the entering wedge was driven and the way opened for the acquirement of education by a natural process.

Another is a lady who taught for several years in the Minnesota Institution. She is one of the few congenital deaf-mutes among my acquaintances who are thoroughly emancipated from deaf-mutism. I took it for granted that she was a "semi-mute." In the course of an intimate acquaintance, extending over a period of ten years, I never observed any of the grammatical slips or queer solecisms to which even the best educated deaf-mutes are liable. In questioning her as to her recollection of Professor Bartlett's School, I was surprised to learn that she became totally deaf before she was a year old. She most emphatically declares that she traces the ease and freedom with which she uses language to her early instruction and association at Poughkeepsie.

Another of my acquaintances, a comrade of my school-boy days, became totally deaf when about six years old. He was placed in Professor Bartlett's care when seven years old, and remained until he entered a New England college. He is a finished scholar and a writer of great merit. His case is hardly in point, as he had the advantage of hearing and speech in childhood; but, making due allowance for this advantage and for unusual native ability, much remains to the credit of early instruction and association.

Still another of Professor Bartlett's pupils I remember as a bright boy, remarkable for the clearness and precision of his use of signs. In written language he was, at the time I knew him, decidedly "lame." He did not "take kindly" to the change from Professor Bartlett's unsystematic methods to the logical and methodical ways of the teacher under whom he was placed. He was fonder of sketching and caricaturing his comrades and teachers than of study. In his subsequent life, however, he has developed remarkable talent in many ways. If success in life, the ability to "carve one's way to fame and fortune," is a criterion of success in educational methods, then this is a case of more than ordinary success in educational methods.

The success of Mr. Bartlett's School, no doubt, had much influence in changing professional and public opinion as to the

* *American Annals of the Deaf*, vol. xxxi, pp. 31-33.

proper age for the admission of deaf children to school. Two years before the School was opened, the Convention of American Instructors of the Deaf, meeting in New York, had passed a resolution expressing the opinion that it was inexpedient to receive pupils, except in special cases, under the age of ten, and that twelve would be a more suitable age unless it would interfere with the length of time spent in school; ten years later the law of New York was so changed that pupils could be admitted at the age of six, and the limit has since then been more or less reduced in nearly all the schools of the country, while several schools have been established for the express purpose of receiving very young children.

Mr. Bartlett began his School in Fiftieth street, New York, near the New York Institution. The following year it was removed temporarily to Fishkill Landing, on the east bank of the Hudson river, opposite Newburg. In 1854 it was established at Poughkeepsie, New York; in 1860 it was transferred to Hartford, Connecticut, and a year later it ceased to exist. During the remainder of his life Mr. Bartlett was a valued teacher in the American Asylum, at Hartford. He died in 1879, in years aged seventy-four, but in spirit still in the enjoyment of perpetual youth.

Dr. A. Graham Bell's Private
Experimental School,

SCOTT CIRCLE,
WASHINGTON, D. C.
1883-1885.



By JOHN HITZ,
Superintendent of the Volta Bureau.

DR. A. GRAHAM BELL'S PRIVATE EXPERIMENTAL SCHOOL.

THE causes which led to the establishment of this School are thus referred to in an address delivered by its founder to a select audience, October 9, 1883, shortly after its opening :

Many years ago I became interested in the education of the deaf, and anxious for an opportunity to see what I could do in teaching little children. I desired to get a very young child to experiment with. It so happened that a little boy five years of age was brought to me, and I offered to undertake his general education, although I never had had anything to do directly with the education of the deaf before. I began to study general methods, but found great difficulties in all, because all the methods I studied were adapted to children of maturer years. Here was a child of five. In many institutions children are not admitted till they are ten years of age. I studied the different works I could get hold of, and finally decided to adopt a method that was nowhere in use ; that was the method proposed by George Dalgarno two hundred years ago. I adopted his plan of teaching a deaf child to read and write in a natural way, just as we teach hearing children to speak their mother tongue. Instead of commencing the A, B, C's, I adopted his plan of writing to the child as I would speak to a hearing child.

As George Dalgarno predicted, the child came to understand the writing, just as a hearing child comes to understand spoken words. Then it came about that the child wanted to write himself. At first, of course, he did not have ready command of his hands and fingers. He would make known by gestures and signs what he wanted to write, and I would write it. Then I would partially erase my writing and have him trace it over. After that stage was reached he learned his letters so that he could be able to put new words together.

The experiment with this single child was a great success. Dalgarno had not considered very fully the method of teaching speech. I adopted the system, devised by my father, of Visible Speech. That boy, in one year, was using writing materials. He wrote about everything that he wanted to communicate to his friends. The floor would be strewn with little scraps of paper on which he had jotted his thoughts. Very many of these messages were grammatical. Some of them were very odd, indeed.

Shortly after that the need of developing the speaking telephone took my thoughts away from the subject, and for a number of years I had no practical connection with the instruction of the deaf.

Inquiries, however, as to the cause of this boy's remarkable knowledge of written language led to the publication by Dr.

Bell in the *American Annals of the Deaf** of an account of the lad's early training. After this he received many letters of inquiry from parents of deaf and dumb children anxious to do something for their children at home. He sent out to these parents copies of his article, and afterwards received notes from them stating that they were delighted with the progress made by their children. This, he thought, showed that a great deal could be done with children at a very much younger age than that at which they were admitted to institutions for the instruction of the deaf and dumb. A cruel wrong, he thought, was done to the deaf child in not teaching it language.

How does he think? [said Dr. Bell on one occasion.] If we try to eliminate from our consciousness the train of words in which our thoughts take form, it is hard to realize what remains, yet what remains is all the thought of a deaf child. The printed page of a book means no more to him, without instruction, than a page of Chinese does to us. How, then, does his mind grow? Chiefly by his own observation. If you watch the growth of the minds of hearing children, you will be astonished to discover how much they are developed by hearing the experiences of others. The deaf child is cut off in a great degree from the experiences of others. If left to grow up in this way, the condition of his mind is lamentable. In order to understand it, we must consider what our minds would be if we eliminated everything we ever heard of or read of. That is the condition of the deaf child that grows up without instruction—ignorance of a depth that cannot be realized; a meagerness of conception of abstract things hardly conceivable. It is an ignorance that is dangerous, and upon that danger to society rests the chief argument in favor of the public instruction of the deaf.

Early in the fall of the year 1883 a distressed mother called upon Dr. Bell to consult him in regard to a bright little child, aged four years, which had suddenly lost its hearing a few months previous, and whose speech in consequence, for want of intelligent attention, was rapidly becoming so impaired that it materially hindered intercourse and rendered the child extremely fretful and impatient. The mother's distress, the absence of any school where such a child, however bright, might be sent for instruction, and his conviction that prompt action would result in retaining the gift of speech, which the deaf child yet possessed, combined to decide his undertaking the work himself, and to this end he established at once what he termed an Experimental School. First of all, he determined to secure the services of a trained kindergarten teacher unfamiliar with, and therefore impartial as to, the

* 1883. Vol. xxviii, pp. 124-139; also reprinted by the Volta Bureau.

prevailing methods of teaching the deaf, but possessing all the requisite qualifications for the work he proposed to engage in. At the instance of Professor J. O. Wilson, then superintendent of public schools, he finally secured the services of Miss Gertrude Hitz, of Washington, D. C., and, having prepared all requisite preliminaries, opened his School on the 1st day of October, 1883. A reporter of one of the



MISS GERTRUDE HITZ.

daily papers, who called in at the close of its first month of existence, gives in substance the following interesting account of it, and the method of instruction pursued : *

In the midst of the splendid residences that surround Scott Circle there still stands a little old-fashioned brick house. Retired from the street, with its modest front partially concealed by growing vines, it seems to court seclusion, as if overcome by the magnificence of its neighbors, and in a deprecatory way to apologize for its audacity in daring to be in such company. The lawn which bends about the front and side of the house, conforming in shape to the segment of the circle upon which it faces, is, like the house, old-fashioned, with its hedge and vine-covered arbor. There is, however, about the house and grounds just now the sweet gladness of childish voices and laughter, which is never old-fashioned. The merry groups pouring out of the doors and flitting about the lawn in gleeful play form a picture of loveliness about the old place

* Washington *Evening Star*, October 31st, 1883.

which contrasts sharply with the stately silence of magnificence all around it. If any one should attempt to pass up the walk which leads to the front entrance, as a *Star* reporter did the other day, he must remember to go slowly; for the little ones are all about, and they are playing games, and a thoughtless hand or a careless foot might commit irreparable injury and bring the quiver to the mouth or the tear to the eye of some sweet baby face. So, by carefully going around some mystic circle of little toddlers, or edging past a tiny savant deep in geological delving and dirt, the visitor finds himself on the front porch. Through the wide open door a glance reveals the hallway and stairs, covered with a rich, soft carpet, and a long room at the side. A young lady answers the summons of the bell and the visitor inquires:

"Is this Mr. Alexander Graham Bell's school for deaf-mutes?"

"It is," replies the young lady, and then, with an inquiring look at the stranger, she continues: "Mr. Bell is at present in the school-room; who shall I say called?"

Her question had a suggestive sound, and imparted an air of remoteness, as if she had said, "Mr. Bell is at present at the North Pole; who shall I say called?"

With some misgivings, therefore, the visitor produced a card, and the young lady was obliging enough to take it upstairs.

Presently Mr. Bell himself came down and greeted the visitor in his cordial manner.

"I have come to see your new school," said the reporter, rather abruptly.

"It is a new school in every sense of the word," replied Mr. Bell, as he led the way into the front room and took a seat. "We have hardly taken possession yet of this building. We are still moving from the other house which we have been occupying since October 1st. I have rented this house for a year, and it is about ready for use."

"The children seem to be rather talkative for mutes," observed the reporter, as a flood of childish chatter and laughter floated in through the doorway and windows.

Mr. Bell smiled, and said:

"I will show you *my* school. These rooms down-stairs are for the use of a kindergarten school, and the children playing outside are the scholars. The school for deaf-mutes is upstairs, and it is the only school of the kind in the country, for the reason that it is an attempt to educate the two classes of very young children together. Perhaps you are not aware," he continued, in an earnest tone of voice, showing that he was deeply interested in the subject, "that there have been two methods of educating deaf-mutes. The first, by placing them in schools with other children. The result of this has always been that one class of children has been neglected for the other, and justice done to neither. Then the deaf-mutes were placed in institutions by themselves, and this has had the unfortunate tendency of keeping them separate and apart from the rest of the world. Now, in this school, I propose to try a new experiment, which will be the mean between these two systems. The deaf children will be instructed by themselves, but they will play with the hearing children in the play-ground, and join them for an hour or so every day in

the kindergarten occupations. The deaf children will watch the actions of the hearing children and see them talk, and thus in their play-hours they will acquire facility in the articulation method, which we will try to teach them. Children learn more rapidly from each other than they do from older persons, as any parent will tell you, and these little ones will supplement the instruction given to their less fortunate companions.

"But come upstairs, and you will see the school in operation," exclaimed the inventor, as he rose to lead the way.

"This is our school-room."

It did not look like any school-room the reporter had ever seen before. It might have been a parlor. The doorways and windows were hung with handsome curtains and portieres, and the floor was covered with a soft rug. There were no desks or maps, and in the recess formed by the bay-window was a cute little divan that ran all around it, just high enough for the little ones to climb up on the soft cushion. There were pictures on the walls, and ornaments on the mantel and in the cabinets. But, after all, the charm of the room was not in these things, but rather in the group of fair-haired children that clustered in a circle about a low table which stood in the centre of the floor. They were playing some little game with pieces of pasteboard, and the teacher, a young lady, seemed to be as absorbed in the amusement as were the children. Presently the group dissolved, and a new game was begun under the guiding direction of the teacher, who was employing the kindergarten method.

"That little girl over there," remarked Mr. Bell, pointing to a child whose merry face was wreathed in smiles, and who looked the picture of health and happiness, "lost her hearing some time ago, and since then she has been gradually losing the power of speech. She can talk but very little now, and in a short time, if she continues shut off from the speaking world, she will lose the faculty of speech entirely. She can now be made to understand only a very few things. You can't tell the child anything, for you have no way of making her understand. She is gradually forgetting how to talk."

The little girl, now six years of age, still retains some few words of speech, but it was the baby prattle which she had used before she had become deaf. Playing with her were two little girls about three and five years of age.

"All of my deaf-mute children are not here to-day," continued the scientist, as he caressed a little head that was resting against his knee.

"These two little girls are my daughters. They are both able to speak and hear; but for the present I am going to have them with this little girl, as I think that they will aid her in acquiring visible speech. They are accustomed to talk with their mother, who is entirely deaf, and hence the movements of their lips are very distinct."

"Perhaps I can give you some idea of the method of articulate teaching," he suggested, as he crossed to the opposite side of the room and stood in front of a white polished surface which served as a black-board. Pointing to a series of black characters that resembled in their general appearance Chinese words, he said: "These characters are a modification of the phonetic alphabet invented by my father. The lines and curves which form them represent the shape of the mouth when the

words are uttered. For instance, take the word 'Run,' which is represented by this character. Now, that is formed by the signs phonetically representing those three letters. The characters are taught to the children, as I can practically demonstrate to you," and he paused, and turning to the young lady teacher who was standing near asked if the children could have a lesson.

The young lady thought that they could, but just then the children had begun a fine game of hide and seek, and only one was visible. A murmur of laughter revealed the hiding-place of another from behind the door; and, finally, the little deaf girl was drawn from beneath the window-curtains, screaming with laughter, and all the rest joined in her merriment.

A row of tiny chairs was then drawn up in front of the board, and the children, together with the teacher, formed the class. The inventor, with a pointer in his hand, and his kindly face winning the attention of the restless little ones, stood in front of the class, and the singular recitation began. A recitation without a sound being uttered is like a river without water, but this was the kind that was conducted. Mr. Bell pointed to one of the characters on the board, at the same time moving his lips as if he was speaking the word. The first character represented the name of a child, and the one designated readily recognized her name and assumed an attitude of attention. Then the pointer moved along to another character, and the little girl rose to her feet. Following the pointer with her eye, and then watching the lips of her instructor, the little one began to walk up and down, then ran, and finally ran to the door, as she interpreted the visible speech from the lips of the inventor. In this way the little deaf girl was told to do a number of things, and she readily comprehended what was wanted.

When Mr. Bell turned to speak to the visitor the little ones scampered away again to their play, and the lesson was over.

"After this school has fairly started," he remarked, "I don't intend to have an audible word spoken in the school-room. The teacher will communicate entirely with the scholars by means of visible speech. Even when they wish a plaything they make use of these bits of card-board, which, as you can see, contain the names of various toys and objects. Here, for instance, is one which has the name 'doll' written on it. The doll itself is similarly labeled, and the child by comparing the two soon becomes familiar with the written word. Then when they see it on the board they will at once recognize it."

"Does the inability to speak in a deaf-mute mean physical incapacity?" inquired the reporter, branching off into the general subject.

"Very young children, who are hard of hearing or who do not hear at all, do not naturally speak," was the reply; "and this fact has given origin to the term 'deaf-mute,' by which it is customary to designate a person who is deaf from childhood. So constant is the association of defective speech with defective hearing in childhood that if one of your children, whom you had left at home hearing perfectly and talking perfectly, should, from some accident, lose his hearing, he would also naturally lose his speech. This is so true that even a slight impairment of hearing is accompanied by a corresponding imperfection in speech."

"Why is this the case?" interrupted the listener.

"The most ingenious and fallacious arguments have been advanced in explanation," was the reply. "The learned Sibscota, 150 years ago, argued that the nerves of the tongue were connected with the nerves of the ear, and a defect in one caused a corresponding defect in the other. Even now the majority of people believe that deaf children are dumb on account of defective vocal organs. But why should children speak a language that they never heard? We do not, and no one would argue that our vocal organs were defective because we do not speak Chinese. It is a fallacy. The vocal organs of the deaf are as perfect as our own."

"Why, then, do they not speak?" asked the reporter.

"There is no reason why they may not all be taught to speak save our ignorance of the mechanism of speech. The difficulties in the way of teaching them articulation lie with us. Speech is the mechanical result of certain adjustments of the vocal organs, and if we can explain to the deaf children the correct adjustment of the particular organs they possess, they will speak. The difficulty lies with us. We learn to speak by imitating the sounds we hear in utter ignorance of the organic action that accompanies the sound."

"There has been one fallacy which has greatly impeded progress in the education of the deaf," continued Mr. Bell, "and that is the idea that there could be no reason without speech. It is difficult for us to realize the possibility of a train of thought being carried on without words. The old theory was that if a deaf-mute was to be taught to think, he must first be taught to speak, and attempts were made to do this by imitating the miracles of Christ. As you saw in the case of the little girl, if a child possessed of its hearing and speech should suddenly become deaf, little by little the mother tongue is forgotten, and the child becomes a deaf-mute. Experience has shown that the speech is very readily restored by causing the child to observe the movement of our own vocal organs."

"But here, again," continued Mr. Bell, thoughtfully, "a new fallacy has arisen, namely, that speech is as clearly visible to the eye as it is audible to the ear. When we come to examine the visibility of the elementary sounds of our language, we shall find that the majority are not clearly visible to the eye. When the lips are closed we cannot see what is going on inside the mouth. For instance, the sounds represented by the letters p, b, m, involve a closure of the lips, but while it is impossible for a child to say definitely whether the sound you utter is p, b, or m, he knows it is one of these three, for no other sounds involve a closure of the lips. So with words. He may not be able to tell the precise word that you utter, but it is possible for him to refer it to a group of words presenting the same appearance to the eye. For instance, the words 'pat,' 'bat,' and 'mat' have the same appearance to the eye, but the deaf person can readily distinguish which is meant by the context. As, for example, were you to say that you had wiped your feet upon a mat, it could not be pat or bat."

"Context is, therefore, the real key to the art of understanding speech by the eye," said Mr. Bell, with emphasis. "But this involves, as a pre-

requisite, a vernacular knowledge of the language. In cases where congenitally deaf children have acquired the art of reading speech by the eye as perfectly as those who have become deaf from disease, it is found that they have first acquired a vernacular knowledge of the language, at least in its written form. It is a curious fact, also, that long words are more visible than short words. The gesture language is used as vernacular in our modern institutions, and this prevents the acquiring of English as a vernacular, and also causes the deaf to associate together in adult life. The gesture language is an artificial and conventional language quite different from English."

"You propose, then, to teach one language," suggested the listener.

"There is no reason that I can see for teaching a person, because he happens to be deaf, a foreign language," was the prompt reply. "By associating the deaf children with the hearing children as far as possible, they will acquire the more rapidly the power of communicating with them. If they have a language of their own, they are bound to associate together in adult life, and the consequence is they intermarry and their affliction is transmitted to their offspring, so that statistics to-day actually show that the deaf-mutes are increasing in number.

"In regard to the education of the deaf in this way," he continued, "the system is not an untried one. In 1878 I organized a day-school in the city of Greenock, Scotland, and occupied a room in the academy there, which contained, I should think, upward of 200 hearing children. In this room the deaf children were taught by a special articulation teacher, sent from America. They were caused to associate with the hearing children in the academy in every way possible. They played with them in the playground, and joined them for instruction in such subjects as writing, drawing, sewing, etc. The success of this school has been so great that the board of education has recently adopted it as a permanency, throwing it open to all the deaf children of Greenock and the surrounding towns. I visited the school about a year ago and found that all the deaf pupils had formed many friends among the hearing pupils of the academy, with whom they conversed quite freely by word of mouth. Their vernacular use of the English language was quite remarkable, especially when we consider that they were either born deaf or had lost their hearing in infancy.

"The mother talks to the child in whole sentences, and the child understands what is said long before it can speak. That is what I am doing with these little children. I talk to them all sorts of nonsense on the board, just such as you hear in the nursery. Well, the hearing child, in his first efforts to speak, tries to remember these sounds, and, finally, he succeeds, but at first imperfectly, and this period of imperfect speech continues for a long time. The hearing child uses his ears; in my school the deaf child will use his eyes. That is all the difference. After I have established communication with the child, then I will write the characters representing the sound of the words on the board. I will speak the words. Then the child sees the form of the sound just as the other child hears it, and tries to imitate it. The imitation is imperfect. Then, as the mother repeats words, and the child, after long practice, attains the correct pronunciation, so will I write on the board the form

of the sound of the word as incorrectly pronounced by the child, and then the correct form. The child's eye sees the difference between the false and the true sound and tries to attain the latter. He succeeds just as truly as a baby's prattle is changed by constant practice into the correct forms of English speech."

The daily journals of this School, kept with rare analytic exactness, are intensely interesting and instructive to the student of pedagogy, as would also be the work in line-writing and visible speech of each pupil; all of which has been carefully preserved and deposited for safe-keeping in the Volta Bureau. At the close of the first year's existence of the School, the teacher, Miss Hitz, summed up the results, in part, in a paper read before the Third Convention of Articulation Teachers in New York, June 25-28, 1884, from which the following extracts are culled:

As one's daily surroundings have so much to do in moulding effects and producing results, it seems suitable that I should say a few words about our school-rooms. They had morning and afternoon sunshine. There was a large bow-window, with a cozy seat running around its curve. This window overlooked a garden which, in the spring, burst into a wonder of bright colors and sweet smells. It will always be a pleasure to recall the memory of those rooms, with the air of the nursery and a touch of home; the walls, with their pictures of happy children; the open fire-place, the pretty little chairs and tables, the curtained shelves full of kindergarten materials, the other toys, the horse with real hair, the steam-cars, the beautiful doll with her own chair and crib and trunk full of clothes. We had a *museum of common things*—a collection of as many every-day, ordinary things as we thought of. These were put into bottles and labelled on one side in line-writing, and on the other side of the bottle in script.

We had large white-boards. They were thick plates of ground glass, backed by white cotton cloth, the whole being simply and tastefully framed. These boards were jointly invented by Prof. Bell and myself. We were able to use charcoal instead of chalk, which is certainly more healthful and agreeable for such constant use. The benefit to the eyes, thus obtained by black on white instead of white on black, or, as it generally becomes, white on gray, is acknowledged by the best oculists and educators. I must not omit to state that white-boards, when compared to black-boards, have a very great æsthetic value, as they give clean, light, cheerful effects to the room.

The chief object of this school has been the development of speech. Therefore, all kindergarten methods have been made subservient to that end. We have had kindergarten principles in our play, in our school government, and in our general work.

In the pleasant little house which we occupied there was a regular kindergarten for hearing children on the first floor, while we had our special school for deaf children on the second floor. The deaf children

went down-stairs for all the kindergarten games and for most of the kindergarten occupations. This plan has worked so admirably in giving a thoroughly natural companionship among hearing children that it must be acknowledged as a very great success.

At first the deaf children were shy about taking prominent parts in the games, but even on the first day my journal tells us that a little boy, congenitally deaf, "entered with real enjoyment into the spirit of the kindergarten games with the hearing children, and actually tried to sing!" Gradually, as our stock of words increased, some of the games were intelligently explained and understood, and now these little deaf children enter so heartily into the pretty games that, when visitors come, I have frequently been asked the convincing question, "Which are the deaf children?"

The hearing children and the deaf children, thus thrown together in their daily interests and enthusiasms, have learned to feel a genuine sense of companionship. These little ones have proved that in the free, generous, loving fellowship of childhood all difficulties are surmounted, all differences are forgotten. In their spontaneous, happy way these little hearing children have talked to the little deaf children, and the deaf children have understood enough to make them want to understand still more, and—to talk also!

In our special work upstairs, we began by playing, and have been playing ever since, as much and as hard as we could. At first, everything was labelled—the doors, the walls, the windows, the tables, the chairs, and the playthings. In order to give the children the idea that these pictures, or written words, were the names of the objects upon which they were pasted, we established what we called "the shop-system." We had racks filled with cards. On these cards were written the names of the objects. When the horse was wanted, we would lead the horse to the card-rack and hunt the card which bore the same word-picture as the label on the horse. Having found it, I would speak the word *horse*, place the child's hand at my throat, and after the child had made an effort to reproduce the word in speech, the card was handed to me, and the child received the horse. In these first days, it was not so much *what* was said, nor *how* it was said, that we felt to be of importance. Our chief aim was to establish the *idea* of speech. By and by, as the words became familiar, we did not need the cards with their written symbols. But, instead of hunting a card, the children come to me directly and speak the words.

In the beginning, we talked and wrote to the children constantly, saying anything and everything, and having them try to speak only the important words or nouns, the names of their playthings, just as we naturally do with hearing children who are learning to talk. We introduced active verbs almost immediately, by simple class-exercises. As fast as new words were suggested and known, they were combined into sentences, and, after a sufficient drill in class-exercises, these sentences were transferred to the reading-book. * * *

One of the pleasantest and most interesting exercises has been our "lunch." We had a set of doll's dishes, tiny glasses, forks, spoons, knives, napkins, etc., to match. Sometimes the table was set by regular

command ; that is, the order was written on the board and then read or spoken. It is a well-established fact that all children like to eat. It is a logical consequence that children are very sure to ask, in some way, for what they want to eat. As our school was essentially a speech-school, it was necessary that the children should have some definite way of finding out the names of things. So we had the names of all the articles of food written on tiny cards and stuck into the articles themselves. Each child had a little box full of similar cards at the side of his plate. When he wanted any special thing, he would hunt up a card in his pile, and match the name of the article desired. Then showing it to me, I would give the child the spoken form of the word and he would repeat it. Gradually the cards were left aside. The little girl, who had once heard, began to speak in full and rounded sentences, and the little boy would ask for what he wanted by words instead of signs. The sentences were naturally limited, but among those which were frequently used at our table I could always be sure that both children would understand whatever I might ask them. This lunch-exercise has afforded opportunities for a little training in table manners, and has certainly been a real incentive to speech and speech-reading.

We have learned that deaf children do not use signs if they can have words.

We have learned that the kindergarten should be studied and used in the home.

We have learned that departments for deaf children should be established in connection with free kindergartens.

We believe a new world lies before the deaf child. Language is to be developed naturally. A great command is to be gained. The kindergarten is a means for this end. It develops mind and heart and the child's whole being. It brings him in harmony with outward nature. Let us be ready to offer the little child a natural way to express his full, eager, young life. Oh, it is a great and glorious work ! What is the natural way ? Does not every mother-heart know ? Does not every one who has felt the beauty of child-life know ? Can we wait until the *school age* ? For what was this sweet, eager, impressionable time of infancy and youngest childhood given ? Is it not especially for the general development of body and mind and heart ? Is it not especially for the development of speech ? *Ought we to wait ?* How can we allow these little spirits to be imprisoned by our neglect of human nature's most natural time for *spontaneous speech* ? Are we not overlooking one of God's best opportunities ?

Miss Hitz, having in the meantime married, resigned, and was succeeded by Miss S. E. Littlefield, of East Boston, Massachusetts, from whose report, at the close of the second year, I make the following extracts :

The second year of the School opened the first day of October, 1884, with four pupils—F. B., who was eight years old ; G. H., five ; P. R., four and a half, and S. R., P. R.'s sister, three ; all of them born deaf.

G. H. was in the School during its first year and had made progress

enough to furnish a foundation for future work. He could speak many words distinctly, and remembered well the exercises he had learned the first year, reading readily such sentences as "Walk to the door," and showing his comprehension of the meaning by immediately following the direction.

He had traced through tracing-paper, but had no inclination to write by himself either on the board or on paper.

The only steady instruction F. B. had received was during the spring, before he entered school, when for a few weeks he received special attention; yet he had a vocabulary of eighty words, learned at different times, all of which he recognized when written, and some of which he



MISS S. E. LITTLEFIELD.

spoke, understanding them also when spoken by others. He had tried to write. Three o's, a top to the first connecting lines to the second, and a loop to the third, was *dog*. He seemed so nearly equal to G. H. in his acquirements, I put them into one class and found they worked well and enjoyed working together. They formed the senior class.

P. R., when entering school, knew a hundred words and a number of sentences. His father had taught him principally by means of labels. The names of the objects were also put on a card, eight by twelve inches, in printed capitals at first; afterward the script form was found to serve as well. When one card had been filled, another was taken.

S. R. was a beginner, three years of age: her only accomplishment the power of imitation. This, however, was of use to her: for, by imitating

the others, she gradually learned the meaning of much that she saw written.

Two weeks after the opening of school G. O. returned. She had been with G. H. the previous year; could talk well (had lost hearing suddenly at the age of five), but could not understand speech readily. She was with us only until Christmas, when she left to go to Indiana with her mother, remaining away all winter.

In December, W. L., a little boy nearly five, joined the class, completing the number. He had lost hearing when beginning to talk. For some time he was very shy, and I had to wait until he became accustomed to the place and the people before making a beginning.

For a few weeks we had our full number, six, which made a large class, each one required so much individual attention.

The first days of the term were very hot, and but little was done in the way of work. One hour was spent with a kindergarten class in games and occupation; the rest of the time was spent chiefly in making acquaintance with the various toys in the school-room.

That they might have an exercise in which all could take part together, I wrote the words Stand, Sit, Walk, Run, on the board. This was tried every day, with something added each time. They enjoyed the exercise because it kept them in motion.

In our plan of school-work it was arranged that communication with the children should be by means of line-writing the first part of the day, and by Roman letters (common script) after the intermission. As the pupils were expected to copy some of the exercises from the board, a knowledge of writing was necessary. It was easy to copy line-writing, the characters being simple lines. All the writing was on paper; at the end of each session the papers were stamped with a date and carefully put away.

At the end of the first hour, while the seniors were having a kindergarten game down-stairs, the other children had occasional exercises with a hand-mirror, when they seemed to be "making faces." The object was to teach them how to use their tongue. They learned with mirrors to imitate positions of the mouth.

When the others returned they all took part in an exercise together, such as was begun the first day. "Walk to the door," "Stand by the fire," "Run to the window," "Sit on the floor," "Touch," with the names of the different pupils following, and many other sentences were taught in this way. After speaking a sentence, I would point to it on the board, and if it was something new, do it first myself. After once showing, they usually remembered, for the same exercise was given with slight variations until the words became familiar.

Our class exercise was followed by a kindergarten occupation with the class down-stairs. When it was time to go I pointed to the board, where "Go down-stairs" was written, at the same time speaking the sentence. This occupation was one of the chief pleasures of the day. They learned to build with blocks, wove little mats of colored papers, sewed colored crewels into card-board, moulded with clay, folded squares of tinted paper into different shapes, and built cubes and other figures with sticks and peas. At first they required much assistance, but gradually did with



DR. BELL'S SCHOOL: CHILDREN, PARENTS' CLASS, TEACHERS, AND FRIENDS,

less. As soon as they knew how, they were encouraged to do the work themselves, and they took pleasure in doing it well.

From 11.30 to 12.30 there was an intermission, during which the children took lunch and played under the supervision of the kindergarten teacher, thus giving their own teacher an opportunity to attend the parents' class, which met at that hour, beginning the 9th of October and lasting through the year.

In that class theories were discussed, experiments tried, tests made.

Instruction began with a study of the mechanism of speech, including the anatomy of the vocal organs. After gaining a knowledge of visible speech, attention was turned to line-writing, a shorthand of visible speech, which was the principal means of communication in the school-room. In a few months line-writing became so familiar that some members of the class could write it faster than they could ordinary script. To the pupils it was as speech to hearing children. The seniors now read it as fast as it is written without waiting for the paper to be turned toward them—even upside down.

When, in November, the subject of a manual alphabet was discussed, some of the parents' class were opposed to it; some thought it would help the pupil to gain a clear knowledge of *written* language. It was necessary to have one that would not require the constant use of the eyes and so interfere with speech-reading. Mr. Bell told his experience with a glove alphabet, a modification of Dalgarno's, which he had successfully tried, and the class immediately began learning it, wearing on the left hand a glove on which were marked the letters of the alphabet. After becoming familiar with the positions, the glove was discarded. After some practice this alphabet can be read by the sense of touch. One can talk to a child while spelling on his hand, thus addressing two senses at the same time.

Previous to opening the School for the third year, Miss Littlefield resigned, having been called home by the illness of a near relative.

Dr. Bell just at that time was deeply engrossed in affairs connected with the memorable telephone litigation, in which his character was ruthlessly assailed. His time and attention were imperatively demanded in another direction than the affairs of his private school.

The matter of selecting for the third time a qualified teacher to be placed in charge could not be given the requisite consideration, and rather than continue the School with inadequate assistance, debarred as he was from giving it his personal attention, he finally, greatly to his regret, concluded to withdraw altogether, and in October, 1885, the members of his late parents' and students' classes essayed to continue the School on their own responsibility. To this end the following assignment was effected:

Articulation Department.

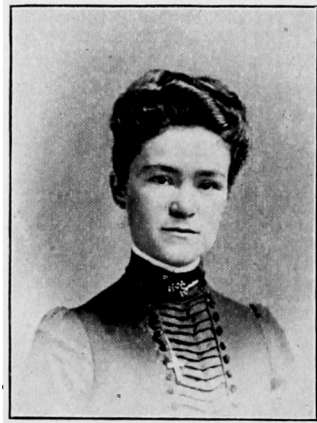
Instructor,	Mrs. CATH. BINGHAM.
Assistant,	Miss ANNA SCHMITT.

Manual Department.

Instructor,	Mrs. E. S. DAVIS.
Assistant,	Miss NELLIE CONNOR.

This arrangement, however, after a brief trial, was discontinued, and the School definitely closed.

As already stated, the School was organized more especially for experimental purposes, and during its brief existence gave



MISS NELLIE CONNOR.

encouraging evidence to those interested that its underlying principles were correct, and that the methods pursued in the instruction of the deaf, if conscientiously adhered to, would accomplish all that the founder claimed for them. That the School could not be continued under the immediate supervision of its founder was a misfortune rather than his fault or the fault of the principles which it aimed to embody and illustrate.

These were set forth clearly in a letter, on record in the journal of the School, written by Dr. Bell in response to an inquiry of one of his adult pupils, of which the following is an extract :

The necessary *preliminary* to good speech is that the pupil should have a definite conception of how we pronounce our words; that he should have in his mind a definite *model* which he attempts to copy. With this

model in the mind, the defects of his speech will be due not to defective *aim*, but to defective *execution*, arising from lack of control of the organs of speech (to be corrected by showing him what he said).

Learning to speak is like learning to shoot. (1) The learner must clearly perceive the bull's-eye on the target *before he can take aim*. (2) He must also see *where his bullet struck* when he shot wide of his mark. The first and prime necessity is that he should clearly perceive the definite point on the target at which he is to aim. It is evident that, if the target should be permanently obscured by fog, he could never become a good marksman, however much he might try. Now, apply this to the case of F. and G. Their speech is defective—they are poor marksmen. What are we to do to remedy the defects and improve the speech? The first question that arises is: What are the *causes* of the defects? Are they due to defective *aim*, to defective execution, or to both causes? * * *

Now, it is evident that, before they can even *attempt* to give the correct pronunciation, they must have some definite idea as to what that correct pronunciation is. * * * No amount of drill on elementary sounds, etc., will be of avail to produce good pronunciation if the model does not remain in the memory. The elements may all be perfectly acquired, and yet the speech will be imperfect and vague. We can see that in the case of a semi-mute. In such a case the *ability to pronounce correctly* is present, but the "what to pronounce" is only vaguely perceived.

The thing of most immediate importance in improving the speech is *to impress the model upon the mind*. The experience of last winter shows that it is not only necessary to present the pronunciation clearly and unambiguously, but pupils must be led to copy that pronunciation clearly and unambiguously *from memory* for us. This memorizing of the model pronunciation is, to my mind, the first and most important step.
* * *

The only way we can be *sure* that the model pronunciation has been memorized is by a resort to manual reproduction. Pupils should write or spell the pronunciation.

Our utmost efforts on articulation alone will, I firmly believe, be insufficient to accomplish the result if the *conception* of the correct pronunciation does not remain constantly in the memory. Hence I believe that articulation *should* be secondary and the *conception* of articulation be made predominant. To attempt the constant and habitual correction of the pronunciation before the child's mind is familiar with the *picture* of the pronunciation will, I am sure, result in the usual unpleasant *ragging* process with which we are only too familiar in articulation schools. Let our main efforts be expended, for the present, in getting our pupils to memorize the picture of the pronunciation of the words and sentences they understand when written and spoken, and we will substitute a power of *inward self-correction* for correction constantly applied only by pressure from without. When we know that the picture is fixed in the mind, then pressure from outside can be gently applied to cause the pupil to attempt to copy correctly with the mouth the model that is in his memory. Till that model exists in the mind, the correction of his speech cannot, I am sure, be accomplished by *our* efforts alone. Is not speech-reading of importance as well as speech? And what is the neces-

sary *preliminary* to speech-reading? The *prerequisite* without which good speech-reading is an impossibility? Is it not sufficient familiarity with the English language to enable the pupil to distinguish ambiguous words by *context*? If I am right, does it not follow that good speech-reading is a *result* and not a *cause* of familiarity with the English language? Hence the English language in a clear, unambiguous form *comes first*.

Again, we come to writing and spelling as a *means* to good speech and speech-reading. A clear, definite picture of spoken language existing in the mind must aid speech-reading. Familiarity with written speech, to my mind, comes *before* spoken speech and speech-reading, and becomes a cause of both. * * *

I cannot too strongly insist on the truth of the proposition that speech-reading is a *result*, and not a cause, of familiarity with the English language.

The immediate reasons which actuated Dr. Bell in finally closing the School altogether are stated in the following memoranda entered upon its journal :

I felt convinced of the necessity of this school being in the hands of an experienced teacher; I could not be responsible for the progress of pupils under amateur teachers, unless an experienced teacher was associated, or unless I could personally be in constant attendance. The bitter attacks made against my personal honor in telephone lawsuits compelled me, much against my will, to devote a large portion of my time to the evidence in such cases. My time promised to be so fully occupied that I could only hope to be able to spend a short time occasionally in the school. * * * As I had anticipated, so it turned out—my time was too much occupied with other matters to allow me to pay more than an occasional visit to the class-rooms.

The pupils occupied the building during the remainder of the school year (1885-'6), and then I gave up the building and grounds (which were only rented), convinced that it was hopeless for me to carry on a school that would be satisfactory to me, unless I could obtain an experienced teacher who would remain *permanently* in charge. My first teacher married and left me after one year. My second teacher was compelled to leave me on account of the death of her mother. * * *

I do not think that a school like mine, where the methods of instruction are experimental, can be a success unless the teacher in charge remains permanently for several years, so as to profit by the results of our experiments. * * * I mean a school where *I* can work practically, and develop experimentally new and better methods of teaching very young deaf children. I cannot afford to devote all my time, and do not think it worth while to reopen the school unless I can have such a person in charge.

(Signed) A. G. B.

V.

SUPPLEMENT

The Conventions of American In-
structors of the Deaf,

1850-1893.

By THE EDITOR.

THE CONVENTIONS OF AMERICAN INSTRUCTORS OF THE DEAF.

THE holding of Conventions of American Instructors of the Deaf was first suggested by Mr. Luzerne Rae, the first editor of the *American Annals of the Deaf*, in the *Annals* for April, 1849. Speaking of a convention of German Instructors held in 1847 at Pforzheim, he said :

Is it not possible, we desire to ask, for the American teachers of the deaf and dumb to follow this example of their German brethren, and come together occasionally for mutual consultation? The great distances by which many of the American schools are separated from one another is an obstacle, certainly, to much intercommunication, but yet it is not insurmountable. If a meeting of the kind suggested should be appointed to be held at some convenient time and place (let us say Philadelphia, during the summer vacations of 1850), we are rather sure that as many as twenty-five or thirty instructors of the deaf and dumb could, without material difficulty, be present, and we are very confident that they would not meet and separate without receiving mutual benefit.

It has long seemed to us that the education of the deaf and dumb was yet in comparative infancy, and that new methods would sooner or later be devised, which even prejudice must receive as great improvements upon the old. In respect, especially, to the acquisition of written language—an acquisition the most of all important to the deaf-mute, and yet one in which he is now pre-eminently deficient—it has seemed to us that there *must* be some mode of instruction still hidden in the future, superior to any heretofore employed. We know of no better method to develop and bring into substantial form any such latent possibility than for the best minds among the instructors of the deaf and dumb to come together to destroy each other's errors and to quicken their diligent search after a "more excellent way" than any in which they have hitherto travelled.

On the 23d day of the same month and year Dr. Harvey P. Peet, Mr. David E. Bartlett, and Mr. J. Addison Cary, of the New York Institution, acting apparently without knowledge of the suggestion made by Mr. Rae, addressed a circular on the same subject to all the instructors in the American Institutions. Favorable responses were received, and a convention was called to meet at the New York Institution in August of that year. The prevalence of cholera that summer subsequently rendered it necessary to postpone the meeting until August of the year following, 1850, when the First Conven-

tion of American Instructors of the Deaf was held at the New York Institution.

The first Convention was found so profitable that it was voted to have another in the following year, and similar meetings have been held from time to time ever since. Until 1858 the Convention met at irregular intervals of one, two, and three years; then they were interrupted by the Civil War, and from 1858 to 1870 there were no meetings; since 1870 they have been held quadrennially. The places and times of meeting have been as follows:

First Convention, New York, August 28-30, 1850.

Second Convention, Hartford, Connecticut, August 10-12, 1851.

Third Convention, Columbus, Ohio, August 10-12, 1853.

Fourth Convention, Staunton, Virginia, August 13-15, 1856.

Fifth Convention, Jacksonville, Illinois, August 10-12, 1858.

(Sixth Convention. The Sixth Convention, which was to have met in 1861, was not held, on account of the Civil War. When the Proceedings of the Convention held in 1870 were published, the First Conference of American Principals and Superintendents, held at Washington in 1868, was erroneously reckoned as the Sixth Convention, and the Convention of 1870 was entitled the Seventh. This reckoning has been continued in the titles of the Conventions held since that time.)

Seventh Convention, Indianapolis, Indiana, August 24-26, 1870.

Eighth Convention, Belleville, Ontario, July 15-20, 1874.

Ninth Convention, Columbus, Ohio, August 17-22, 1878.

Tenth Convention, Jacksonville, Illinois, August 26-30, 1882.

Eleventh Convention, Berkeley, California, July 15-22, 1886.

Twelfth Convention, New York, August 23-27, 1890.

In the First, Second, and Fourth Conventions the membership consisted of present and former instructors, trustees, and directors of institutions, and State officers connected with the department of instruction, all admitted on equal terms. In the Third Convention matrons of institutions, and some other officers of the Institution where the Convention was held, were added. In the Fifth Convention the wives of members were included with the classes above named. In the Seventh Convention instructors, trustees, directors, and their wives were active members, State officers being made honorary members. In the Eighth Convention active membership was limited to instructors engaged in the work, while former instructors and other persons interested were invited to participate in the proceedings as honorary members. The same is true of all the subsequent Conventions, except that clergymen engaged in mission work among the adult deaf have been admitted to active membership.

The representation of schools and the membership in the several Conventions have been as follows :

	<i>No. Schools Represented.</i>	<i>Membership.</i>	
		<i>Active.</i>	<i>Honorary.</i>
First Convention.....	6	35	
Second Convention.....	3	33	
Third Convention.....	9	41	
Fourth Convention.....	9	31	
Fifth Convention.....	11	48	
Seventh Convention	24	94	5
Eighth Convention	27	99	
Ninth Convention	35	95	56
Tenth Convention.....	32	128	67
Eleventh Convention	43	144	110
Twelfth Convention.....	50	240	106

The proceedings of the Conventions have always been interpreted in the sign-language for the benefit of the deaf persons present.

The members of the Conventions have always been the guests of the Institution where the Convention was held. This arrangement has enabled them to become well acquainted with one another, and has afforded an opportunity for the informal interchange of views and the formation of lasting friendships.

A stenographic report of each Convention has subsequently been published by the Institution where the Convention met, and has been distributed to members and others interested free of charge. The proceedings have consisted chiefly of the reading of carefully prepared papers relating to the education of the deaf, and of extemporaneous discussions upon the topics thus presented, and other appropriate subjects. Various resolutions have also been adopted, though resolutions relating to matters concerning which any sharp difference of opinion might exist have rarely been introduced. The utmost liberty of expression in papers and discussions has always been allowed and encouraged, and, while differences of opinion have been freely uttered, the proceedings have been uniformly courteous and friendly.

The papers presented to the several Conventions have been as follows : *

* The Roman numerals refer to the number of the Convention, and the Arabic numerals to the page of the published Proceedings.

Egbert L. Bangs, M. A.

Articulation in the Michigan Institution, vii, 240.

The Extent of the Responsibility of the Teacher for the Moral and Religious Character of his Pupils, viii, 78.

David E. Bartlett, M. A.

The Acquisition of Language, i, 177.

Miss Mattie H. Bedford.

How and When Arithmetic should be Taught in Primary Classes, xii, 68.

Alexander Graham Bell, M. D., Ph. D.

Visible Speech, viii, 103.

Frank W. Booth, B. S.

Manuscript Lessons, xii, 306.

Marquis L. Brock, M. A.

The Value of Experience in our School Work, x, 34.

Thomas L. Brown.

A Few Thoughts on Text-Books, viii, 162.

John C. Bull, M. A.

A Few Suggestions on the Higher Education of Deaf-Mutes, vii, 81.

John R. Burnet, M. A.

Exposition of the Syllabic Dactylology, i, 209.

William A. Caldwell, M. A.

How should History be Taught? xii, 119.

John Carlin, M. A.

The Mechanical and Professional Occupations of Deaf-Mute Graduates, iii, 201.

The Wages of Deaf-Mute Instructors, v, 53.

David H. Carroll, B. A.

The Home Education of the Deaf and Dumb, viii, 139.

The Self-Culture of Teachers, ix, 183.

Elmore P. Caruthers, M. A.

The Development of Strength of Character in Deaf-Mute Education, viii, 73.

Rev. J. Addison Cary, M. A.

Deaf-Mute Idioms, ii, 103.

Significant Action in the Pulpit, i, 169.

George W. Chase.

A Desideratum in Deaf-Mute Instruction, ix, 267.

John J. Chickering, B. A.

Physical Culture, xi, 219.

Richard L. Chittenden.

The Benefits Conferred upon the Deaf-Mute by the Usual Course of Instruction, iii, 175.

Abel S. Clark, M. A.

How to Conduct Examinations, xii, 301.

Francis D. Clarke, M. A.

Technical Education, xi, 213.

The Use of the Sign-Language, xii, 171.

Laurent Clerc, M. A.

Some Hints to the Teachers of the Deaf and Dumb, ii, 64.

W. A. Cochrane, M. A.

Articulation as a Means of Instruction, vii, 232.

George W. Cook.

Fractions, xii, 157.

John C. Covell, M. A.

The Nobility, Dignity, and Antiquity of the Sign-Language, vii, 133.

A. L. E. Crouter, M. A.

A Plea for Better Results in the Instruction of the Deaf and Dumb,
x, 138.

The True Combined System of Instruction, xi, 146.

E. Henry Currier, M. A.

A Method of Aural Instruction, Suggested by Experiments for the
Development of Hearing, at the New York Institution for the
Instruction of the Deaf and Dumb, xi, 302.

Samuel G. Davidson, B. A.

The Educational Value of the Institution Printing Office, xii, 226.

James Denison, M. A.

The Manual Alphabet as a part of the Public School Course, xi, 78.

Amos G. Draper, M. A.

The Preparation of Advanced Pupils for College, x, 112.

Some Results of College Work, xii, 187.

D. C. Dudley, M. A.

Is there a Better Way? xi, 12.

Samuel A. Echols.

The Duties and Responsibilities of Trustees of State Institutions
for the Deaf and Dumb, ix, 195.

Jonathan H. Eddy.

The Physical Training of Pupils, xii, 127.

Some Suggestions on Teaching the Denominate Numbers and Per-
centage, xii, 152.

L. Eddy, M. A.

The Relations of Deaf-Mutes to the Hearing World, ix, 117.

Miss Cornelia M. Ely.

Classes in Natural History, in a School for the Deaf, xi, 131.

Edward Allen Fay, M. A., Ph. D.

Day-Schools for the Deaf, vii, 114.

Mortality and Vital Statistics of Teachers of the Deaf, xi, 67.

Gilbert O. Fay, M. A., Ph. D.

The Mental Life of Deaf-Mutes as related to their Education and
and Care, x, 68.

Our Institutions as Temporary Homes for the Deaf, xi, 224.

Thomas F. Fox, M. A.

Hints on Arithmetic, xii, 74.

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John M. Francis, M. A.

The Difficulties of a Beginner in Learning the Sign-Language, v, 99.

The Relation of the Work of Instructing the Deaf and Dumb to
Social and Mental Development, iv, 169.

Rev. Thomas Gallaudet, M. A., D. D.

School-Room Arrangements, i, 157.

Articulation and Reading on the Lips, iii, 239.

Methods of Perfecting the Sign-Language, v, 187.

Miss Emma Garrett.

A Plea that the Deaf-Mutes of America may be Taught to Use their Voices, x, 64.

A Summary of Work done in the Pennsylvania Oral School for Deaf-Mutes, Scranton, xi, 277.

Horace S. Gillet, M. A.

The Mode of Teaching Language, ii, 12.

Hints on Instruction in Primary Schools, Suggested by the Methods Pursued in Teaching Deaf-Mutes, iv, 157.

On Language, Considered with Reference to the Instruction of Primary Classes, vii, 15.

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Lester Goodman, B. A.

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Theodore Grady, B. L.

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David Greene.

Method of Teaching Articulation and Lip-Reading, viii, 93 ; xii, 77, 165, 273.

A. B. Greener.

Deaf-Mute Institution Newspapers, ix, 76.

H. C. Hammond, M. A.

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Compulsory Education, x, 164.

Rev. Philip J. Hasenstab, B. A.

The Importance of the Work of the Supervisor, xi, 274.

C. N. Haskins.

The Necessity of a more Systematic Instruction of Deaf-Mutes, x, 129.

A. D. Hays.

The Teaching of Beginners, xii, 63.

Willis Hubbard,

The Newspaper in the School-Room, xii, 42.

Rev. John A. Jacobs.

A Synopsis or Exposition of Primary Lessons for the Deaf and Dumb, v, 217.

Weston Jenkins, M. A.

Aphasia in Relation to Deafness, xi, 59.

The Standard of Teachers, xii, 30.

William G. Jenkins, M. A.

Pestalozzi and his Methods, ix, 46.

Teaching Idioms, xii, 246.

Alphonso Johnson.

A few Remarks on Deaf-Mute Education, viii, 15.

William G. Jones, B. A.

The Importance of Signs, xii, 108.

Rev. John R. Keep, M. A.

The Best Method of Teaching Language to the Higher Classes in our Institutions for the Deaf and Dumb, iii, 15.

The Mode of Learning the Sign-Language, iv, 131.

Roswell H. Kinney, M. A.

A Few Thoughts on the Universality and Power of the Language of Signs, v, 83.

Miss Florence E. Leadbetter.

The First Year's Work, xii, 58.

Madame Sarah E. Le Prince.

Technical Art Training, xi, 197.

Rowland B. Lloyd, B. A.

How to Make the First Lessons in our Geographies Useful to Deaf-Mutes, xii, 266.

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A Phonetic Manual, xii, 204.

Jonathan L. Noyes, M. A., L. H. D.

Deaf-Mute Education in Minnesota, x, 98.

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George M. McClure.

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J. A. McClure.

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Miss Florence C. McDowell.

First Steps in the Oral Instruction of the Deaf, xii, 167.

Duncan McLellan.

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H. W. Milligan, M. D.

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Some Physical Aids to Teaching, x, 84.

Thomas Monroe.

Advancement in Methods of Instructing the Deaf, xii, 94.

Oran W. Morris, M. A.

An Inquiry whether Deaf-Mutes are more subject to Insanity than the Blind, i, 189.

Natural History as a Branch of Study for the Deaf and Dumb, ii, 124.

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T. F. Moseley, M. A.

Forming Habits of Reading, xii, 219.

Robert Patterson, M. A.

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Edward Peet, M. A.

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Harvey P. Peet, Ph. D., LL. D.

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Course of Instruction for the Deaf and Dumb, ii, 38.

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The Personal Character of the Teacher considered in reference to the Influence of his Example on the Character of his Pupils, iii, 185.

The Legal Rights and Responsibilities of the Deaf and Dumb, iv, 17.

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The Use of Grammatical Symbols in the Instruction of the Deaf and Dumb, iii, 263.

A Practical View of Deaf-Mute Instruction, vii, 186.

Language Lessons, designed to introduce Young Learners, Deaf-Mutes, and Foreigners to a Correct Understanding and Use of the English Language, on the Principle of Object Teaching, viii, 12.

The Combined System of Education, as practised in the New York Institution for the Instruction of the Deaf and Dumb, xi, 152.

The Relation of the Sign-Language to the Education of the Deaf, xii, 100.

Miss O. T. Plum.

A Year's Work, xi, 299.

Samuel Porter, M. A.

Scrofula among the Deaf and Dumb, ii, 145.

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The Use of the Manual Alphabet in the Education of the Deaf and Dumb, viii, 21.

Luzerne Rae, M. A.

The Philosophical Basis of Language, iii, 155.

Franklin Read.

The Best Method of Preaching to Deaf-Mutes, vii, 91.

Miss Luann C. Rice.

Methods I Have Used in Teaching Deaf-Mute Children between Six and Ten Years of Age, xii, 62.

G. F. Schilling.

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Miss Laura C. Sheridan.

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Thoughts from my School-Room, xi, 263.

James L. Smith, M. A.

How Shall Recitations be Conducted? xii, 201.

Edward A. Spring.

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Rev. Collins Stone, M. A.

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The Difficulties Encountered by the Deaf and Dumb in Learning Language, iii, 121.

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John W. Swiler, M. A.

Physical Training for the Deaf and Dumb, x, 77.

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Rev. Benjamin Talbot, M. A.

The Development of the Social Capacities of the Deaf and Dumb, v, 35.

Classification of Pupils; the Proper Number for a Class, viii, 156.

James N. Tate, M. A.

How Can We Secure a Better Attendance upon Schools for the Deaf? xi, 34.

Miss Elizabeth R. Taylor.

The Value of a Programme, xii, 291.

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Shall Speaking Pupils Receive Instruction in Sign Classes? xii, 293.

David R. Tillinghast.

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Rev. William W. Turner, M. A., Ph. D.

A High-School for the Deaf and Dumb, ii, 21.

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Henry A. Turton, M. A.

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E. Gates Valentine, M. A.

The Proper Order of Signs, vii, 44.

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Jacob Van Nostrand, M. A.

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The Cultivation of the Sign-Language as a means of Mental Improvement to the Deaf and Dumb, iii, 37.

John P. Walker, M. A.

The Interrogative, xii, 230.

S. T. Walker, M. A.

On Teaching Numbers—The Grube Method, x, 88.

George L. Weed, M. A.

The Missionary Element in Deaf and Dumb Instruction, v, 17.

Lewis Weld, M. A.

Suggestions on Certain Varieties of the Language of Signs as used in the Instruction of the Deaf and Dumb, ii, 77.

Miss Emma F. West.

School-Room Difficulties and How to Cope with Them, xii, 123.

Zenas F. Westervelt.

The Disuse of Signs, ix, 165.

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The Colloquial Use of English by the Deaf, xii, 112.

Thomas Widd.

The Moral Training of Deaf-Mutes, viii, 85.

Warring Wilkinson, M. A., L. H. D.

Concerning Differences between Spoken and Written Language, viii, 36.

Miss Kate D. Williams.

Number Work with Language, xii, 67.

Job Williams, M. A., L. H. D.

How shall the Deaf and Dumb be Introduced to Reading? viii, 115.

What Deaf-Mute Education in the United States owes to the American Asylum and its Early Instructors, x, 54.

The True Order of Grammatical Principles, xii, 136.

George Wing.

Physiological Peculiarities of Deafness, viii, 146.

Miss Carolyn D. Wood.

How to Teach Geography, xii, 259.

Lucius H. Woodruff, M. A.

Moral Education of the Deaf and Dumb, i, 145.

John H. Woods, M. A.

Institution Libraries, x, 151.

Robert M. Ziegler, B. A.

The Supervisor of Deaf Boys, xi, 271.

Charles L. Zorbaugh.

How shall Time Phrases be Taught? xii, 244.

The most important resolutions passed by the several Conventions have been as follows:

To memorialize the Secretary of the Interior, asking him to publish a list of the deaf-mutes in the United States, with particulars of residence, age, sex, color, occupation, place of birth, whether able to read and write or not, etc., etc., *J. R. Burnet*, i, 207, 259.

Expressing the opinion that it is inexpedient to receive pupils into the institutions, except in special cases, under the age of ten, and that twelve would be a more suitable age, unless it would interfere with the length of time spent in school, *H. P. Peet*, i, 223.

Expressing the opinion that some measures should be devised to provide for the instruction and moral culture of deaf children before their admission into the institutions, *L. H. Woodruff*, i, 225.

Expressing the opinion that the mechanical education of the deaf is second in importance only to their intellectual and moral education, and should form a distinct department in all the institutions, *W. D. Cooke*, i, 225.

Recommending each instructor to keep a journal of school exercises, and a record of observations respecting the physical, mental, and moral condition of his pupils, *J. A. Cary*, i, 256.

Expressing the opinion that the time allotted to the course of instruc-

tion, during which the pupils are continued in the institutions, should be very materially extended, *C. Stone*, i, 247.

To memorialize legislatures to establish asylums for the education of idiots, *O. W. Morris*, i, 227.

To publish a periodical devoted to the cause of deaf-mute education, to be styled the *American Annals of the Deaf and Dumb*, *C. Stone*, i, 247, 249.

Appointing a committee to consider the expediency and feasibility of establishing a high-school for the deaf, *P. M. Wetmore*, ii, 32. Report of Committee, *W. W. Turner*, iii, 79.

Appointing a committee to prepare a plan for conducting inquiries and collecting and recording facts illustrating the subjects of disease and mortality among the deaf, and the causes of deafness, *H. P. Peet*, ii, 168, Report of Committee, *S. Porter*, iii, 85.

Expressing the opinion that education should be free to all the deaf, no distinction of pay and State pupils being made, *J. S. Brown*, iii, 169.

Appointing a committee to consider the subject of the organization of institutions, with special reference to their internal arrangements, *W. D. Cooke*, iv, 155. Report of Committee, *H. P. Peet*, iv, 199.

Appointing a committee to consider the best course of instruction for the deaf, *W. D. Cooke*, iv, 227. Report of Committee, *S. Porter*, v, 257.

Disapproving the sale of the manual alphabet and other small wares, the holding of exhibitions and the appealing to the benevolent for aid, by former pupils on the score of deafness, *H. P. Peet*, v, 351.

Appointing a committee to consider the subject of mimography, *I. L. Peet*, vii, 222. Report of Committee, *S. Porter*, viii, 150.

Recognizing the value of the work accomplished by the National College, and urging an increase of appropriations by Congress, so as to enable the authorities of the College to enlarge and increase its appliances for instruction, *J. L. Noyes*, x, 186.

Recommending the establishment of a Normal Department of the Convention, *C. W. Ely*, x, 186.

To memorialize the Superintendent of the Census, asking him to make the report on the condition of the deaf as complete as possible, *R. A. Mott*, x, 143.

Expressing the opinion that instruction in art is of special importance in the instruction of the deaf, *I. L. Peet*, xi, 298.

Expressing the opinion that the system of deaf-mute instruction existing in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all; also that earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor; provided, that children who are given to articulation teachers for trial should be given to articulation teachers who are trained for the work, and not to novices, before saying it is a failure; also that a general

test be made, and those who are found to have sufficient hearing to distinguish sounds should be taught aurally, *E. M. Gallaudet*, xi, 167.

To memorialize the National Bureau of Education of the United States, and the Departments of Instruction in the several States, asking them to promote the introduction of the manual alphabet into the public schools, *I. L. Peet*, xi, 85.

Dropping the words "and Dumb" from the title of the Convention, and of the *Annals*, *G. O. Fay*, xi, 219.

Appointing a committee to formulate a plan for the reorganization of the Convention, *J. Williams*, xii, 93. Report of Committee, *E. M. Gallaudet*, xii, 193.

Inviting the oral teachers to form a Section for the promotion of articulation teaching, *C. W. Ely*, xii, 197. Report of Oral Section, *A. L. E. Crouter*, xii, 314.

Requesting the American Book Company to include in some of their publications a print of the manual alphabet, with a short chapter upon its history, use, convenience, and helpfulness, *P. G. Gillett*, xii, 284.

Urging the fullest possible publication of the returns of the census relating to the deaf, and the placing in the safe-keeping of the Executive Committee of all material of value which would be likely to be destroyed on the completion of the census, *A. G. Bell*, xii, 327.

The First Convention, as above mentioned, resolved to publish a periodical devoted to the cause of deaf-mute instruction, which should be the common property, as to its control and management, of all the institutions for the deaf in the country. It was decided to adopt the title, size, time of issuing, and general appearance of a periodical which had been published by the instructors of the Hartford Institution for two years, entitled the *American Annals of the Deaf and Dumb*, and to regard the new periodical as the continuation of the series there begun. An Executive Committee was elected, to whom "such matters as might be required by the Committee were to be referred by the editor," and whose duty it should be "to tender the editor such aid, counsel, and advice as he might require."

The publication of the *Annals* was suspended in 1861, owing to the Civil War, but it was resumed by the First Conference of Principals and Superintendents of American Institutions for the Deaf, held in Washington in 1868. The new Executive Committee appointed by that Conference reported to, and was re-elected by, the Seventh Convention of American Instructors of the Deaf in 1870, and the *Annals* has since that time been published by the Convention. In 1886, by the unanimous vote of the Convention, the words "and Dumb" were omitted from its title.

The published volumes of the *Annals* now number thirty-seven; they contain a large and important part of the literature of deaf-mute instruction in the English language, and many valuable translations of foreign works, old and new. They are thus almost indispensable to any reader of the language who wishes to acquaint himself with the art of instructing the deaf, its history and its methods. Two Indexes, one of volumes I-XX, and the other of volumes XXI-XXX, inclusive, render a large part of their rich material available for consultation and use, and a third Index will be published on the completion of the fortieth volume.

The existence of the Convention has been perpetuated in the following manner:

At the First Convention a "General Committee," consisting of the heads of all the institutions in the United States, was appointed "to arrange for the next Convention," and "to act as a committee of correspondence, and as the authoritative representative of the Convention when not in session." At the Third Convention a "General Committee" was again elected "to act as the representative of the Convention when not in session." At the Fourth Convention an "Executive Committee" of five members was elected for the same purpose. At the Fifth Convention a "Select Committee" of three was appointed to determine the time and place of the next Convention. The Conventions having been discontinued on account of the Civil War, the Conference of Principals and Superintendents, held in Washington in 1868, appointed a committee of five to make arrangements for a Convention to be held in 1869 or 1870. The Seventh Convention, instead of electing a separate committee to represent the Convention when not in session, referred all invitations for the entertainment of the next Convention to the Executive Committee of the *American Annals of the Deaf*, who were to "determine the matter, and duly announce the time and place." The Eighth Convention appointed a "Standing Executive Committee," to consist of five members, "to be charged with the same duties as those hitherto discharged by the Committee of the *American Annals*." Since that time this Committee has continued to represent the Convention when not in session. The Committee was re-elected at the Eleventh and Twelfth Conventions, and at the Twelfth was increased in numbers by the addition of two new members.

Until 1886 the title of the Convention was the "Convention of American Instructors of the Deaf and Dumb." At the Eleventh Convention, held in that year, it was unanimously voted, on the recommendation of the Executive Committee, to drop the words "and Dumb" from its title.

At the Tenth Convention it was voted that it was desirable to combine with the general exercises of the Convention some of the features of normal institute work, and accordingly, in connection with the Eleventh and Twelfth Conventions, a Normal Section was organized. Mr. C. W. Ely, Principal of the Maryland School, conducted this Section in the Eleventh Convention, and Dr. G. O. Fay, of the Hartford Institution, conducted it in the Twelfth Convention.

At the Twelfth Convention the oral teachers were "invited to form a section for the promotion of articulation teaching, to be organized under its own officers, the hours of meeting to be determined by the appropriate committee of the Convention, and to be so ordered as to harmonize with the general meetings and with the Normal Section." An Oral Section was accordingly organized.

At the Twelfth Convention the numbers in attendance had become so large that it was evident that the entertainment of the Convention in future would be a serious tax upon the few institutions capable of entertaining it. It was also the opinion of some members that more frequent meetings would add to its interest and profit. A committee was accordingly appointed to formulate such a plan as might seem desirable for the improvement of the mode of organization. The committee held several meetings, but found it impracticable to report a plan of reorganization at that Convention, and the subject was finally referred to the Standing Executive Committee, to report at the next Convention.

At the Twelfth Convention it was voted that the next Convention should be held in 1893, during the time of the World's Fair, at such place as the Executive Committee might find most advantageous. The Committee have accordingly arranged a meeting to be held at Chicago under the auspices of the World's Congress Auxiliary of the World's Columbian Exposition. The meeting will be international in character, and one of a series of congresses to be held under the auspices of the Auxiliary. It will be entitled the World's Congress of Instructors of the Deaf, and will assemble July 17, 1893. Philip

G. Gillett, LL. D., Superintendent of the Illinois Institution, has been invited to preside over the Congress, and the program of exercises has been arranged by a committee appointed for the purpose at the Twelfth Convention. A meeting of the Convention, apart from the World's Congress, will be held for the transaction of business.

The Presidents of the Conventions have been as follows :

First Convention, HON. CHRISTOPHER MORGAN, Secretary of State of New York, and Superintendent of Common Schools.

Second Convention, HON. THOMAS DAY, Vice-President of the American Asylum.

Third Convention, HON. JOHN W. ANDREWS, of Columbus, Ohio.

Fourth Convention, JAMES H. SKINNER, Esq., President of the Board of Visitors of the Virginia Institution.

Fifth Convention, REV. J. M. STURTEVANT, President of Illinois College.

Seventh Convention, REV. COLLINS STONE, Principal of the American Asylum.

Eighth Convention, REV. WILLIAM W. TURNER, Ph. D., ex-Principal of the American Asylum.

Ninth Convention, REV. AARON L. CHAPIN, D.D., LL. D., President of Beloit College, and President of the Board of Trustees of the Wisconsin School for the Deaf.

Tenth Convention, EDWARD M. GALLAUDET, Ph. D., LL. D., President of the National Deaf Mute College.

Eleventh Convention, PHILIP G. GILLETT, LL. D., Superintendent of the Illinois Institution.

Twelfth Convention, WARRING WILKINSON, L. H. D., Principal of the California Institution.

The "General," "Select," "Executive," or "Standing Executive" Committee has been composed of the following members :

HARVEY P. PEET, of New York, <i>Chairman</i> ,	. . .	1850-1868
LEWIS WELD, of Connecticut,	. . .	1850-1853
ABRAHAM B. HUTTON, of Pennsylvania,	. . .	1850-1856
JOHN A. JACOBS, of Kentucky,	. . .	1850-1856
HORATIO M. HUBBELL, of Ohio,	. . .	1850-1851
JOSEPH D. TYLER, of Virginia,	. . .	1850-1852
JAMES S. BROWN, of Indiana,	. . .	1850-1858
THOMAS OFFICER, of Illinois,	. . .	1850-1855
OLIVER P. FANNIN, of Georgia,	. . .	1850-1856
WILLIAM D. COOKE, of North Carolina,	. . .	1850-1858
NEWTON P. WALKER, of South Carolina,	. . .	1850-1856
COLLINS STONE, of Ohio,	. . .	1853-1858 ; 1870-1870

THOMAS MACINTIRE, of Indiana,	1853-1858 ; 1870-1885
J. C. M. MERILLAT, of Virginia,	1853-1856
WILLIAM D. KERR, of Missouri,	1853-1856
HORACE S. GILLET, of Tennessee,	1853-1856
LOUIS H. JENKINS, of Wisconsin,	1853-1856
BARNABAS MAYNARD FAY, of Michigan,	1853-1856
PHILIP G. GILLET, of Illinois,	1856-1858 ; 1882-
SAMUEL PORTER, of Connecticut,	1858-1868
EDWARD PEET, of New York,	1858-1868
*ISAAC LEWIS PEET, of New York, <i>Chairman</i> ,	1868-1870
*JOSEPH H. JOHNSON, of Alabama,	1868-1870
*COLLINS STONE, of Connecticut,	1868-1870
*H. W. MILLIGAN, of Wisconsin,	1868-1870
*WESLEY O. CONNOR, of Georgia,	1868-1870
EDWARD M. GALLAUDET, of Washington, <i>Chairman</i> ,	1870-
ISAAC LEWIS PEET, of New York,	1870-
W. J. PALMER, of North Carolina,	1870-1879
EDWARD C. STONE, of Connecticut,	1871-1878
GILBERT O. FAY, of Ohio,	1878-1882
HARRIET B. ROGERS, of Massachusetts,	1879-1886
J. L. NOYES, of Minnesota,	1885-
CAROLINE A. YALE, of Massachusetts,	1887-
WESLEY O. CONNOR, of Georgia,	1890-
R. MATHISON, of Ontario,	1890-

The members of the "Executive Committee of the *Annals*" until 1874, when the duties of this Committee were devolved upon the Standing Executive Committee of the Convention, were :

WILLIAM W. TURNER, of Connecticut, <i>Chairman</i> ,	1850-1861
HARVEY P. PEET, of New York,	1850-1861
J. S. BROWN, of Indiana,	1850-1856
COLLINS STONE, of Ohio,	1857-1861
†EDWARD M. GALLAUDET, of Washington, <i>Chairman</i> ,	1868-1874
†COLLINS STONE, of Connecticut,	1868-1870
†ISAAC LEWIS PEET, of New York,	1868-1874
†W. J. PALMER, of North Carolina,	1868-1874
†THOMAS MACINTIRE, of Indiana,	1868-1874
EDWARD C. STONE, of Connecticut,	1871-1874

* Appointed by the First Conference of Principals and Superintendents to make arrangements for a Convention to be held in 1869 or 1870.

† Appointed by the First Conference of Principals and Superintendents and reappointed by the Convention.

The Executive Committee of the Oral Section of the Convention is composed of the following members :

CAROLINE A. YALE, of Massachusetts,	. . .	1890-
SARAH FULLER, of Massachusetts,	. . .	1890-
ELLEN L. BARTON, of Maine,	. . .	1890-
DAVID GREENE, of New York,	. . .	1890-
A. L. E. CROUTER, of Pennsylvania,	. . .	1890-

The editors of the *American Annals of the Deaf* have been :

LUZERNE RAE, of Connecticut,	. . .	1847-1854
SAMUEL PORTER, of Connecticut,	. . .	1855-1861
LEWELLYN PRATT, of Washington,	. . .	1868-1870
EDWARD ALLEN FAY, of Washington,	. . .	1870-

The Conferences of Principals and
Superintendents of American
Schools for the Deaf,

1872-1893.

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By THE EDITOR.

THE CONFERENCES OF PRINCIPALS AND SUPERINTENDENTS OF AMERICAN SCHOOLS FOR THE DEAF.

THE First Conference of Principals and Superintendents of American Schools for the Deaf was called by President Gallaudet, in behalf of the officers of the Columbia Institution, at Washington, in 1868, "to discuss such questions as may be brought forward relating to the work of deaf-mute education." There had been no meeting of American teachers of the deaf for ten years. During this period public interest in the subject had increased, and two important steps in the progress of the education of the deaf in America had taken place, viz., the establishment, in the preceding year, of two oral schools, and, four years previously, of the National College for the Deaf.

The objects of the Conference were to afford the heads of schools an opportunity to discuss these and other subjects of interest, and at the same time to make arrangements to resume the holding of the Conventions of American Instructors of the Deaf and the publication of the *American Annals of the Deaf*, both of which had been suspended on account of the Civil War. The objects of the Conference were fully and satisfactorily attained.

At this First Conference of Principals and Superintendents no suggestion was made with respect to holding similar Conferences in future; but at the Seventh Convention of American Instructors, held two years later, a paper was signed by the heads of schools present, expressing the opinion that a biennial informal conference of principals and superintendents would be of advantage to the cause of deaf-mute instruction, recommending that such a conference be held in the years in which no general convention of instructors occurred, and appointing a committee to make arrangements for the same. The Conferences have been held quadrennially since that time, alternating with the quadrennial Conventions of Instructors.

The places and times of the several Conferences have been as follows:

First Conference, Washington, D. C., May 12-16, 1868.

Second Conference, Flint, Michigan, August 14-15, 1872.

Third Conference, Philadelphia, Pennsylvania, July 12-14, 1876.

Fourth Conference, Northampton, Massachusetts, May 25-28, 1880.

Fifth Conference, Faribault, Minnesota, July 9-13, 1884.

Sixth (Gallaudet) Conference,* Jackson, Mississippi, April 14-17, 1888.

Seventh Conference, Colorado Springs, Colorado, August 8-11, 1892.

The number of members present at the Conferences have been as follows :

	<i>Principals and Superintendents.</i>	<i>Honorary Members.</i>
First Conference.....	17	8
Second Conference	6	1
Third Conference	34	
Fourth Conference	30	3
Fifth Conference.....	25	54
Sixth Conference.....	24	33
Seventh Conference.....	32	47

The proceedings of all the Conferences (except the Second, at which there were no deaf members present) have been interpreted in the sign-language.

The members of the Conferences have always been the guests of the Institution where the Conference was held, and a full stenographic report of the proceedings (except of the Third Conference) has subsequently been published by the Institution. A report of the Proceedings of the Third Conference was published in the *American Annals of the Deaf*, vol. xxi, pp. 201-253.

Though the plan of the Conferences, as originally set forth, proposed that they should be informal, as a matter of fact they have not been (except perhaps the Second Conference, held in 1872) much less formal than the Conventions of Instructors. As in the Conventions of Instructors, the proceedings have consisted of papers, discussions, and resolutions, and they have been characterized by the same freedom of speech and the same courtesy in debate. Persons present who were not superintendents or principals have usually been admitted to all the privileges of the meetings except that of voting.

The papers presented to the several Conferences have been as follows :†

* At the Sixth Conference a memorial service was held in memory of Thomas Hopkins Gallaudet, Founder of Deaf-Mute Instruction in America, and the Conference, by request of the authorities of the Institution where it was held, was named in his honor the Gallaudet Conference.

† The Roman numerals refer to the number of the Conference, and the Arabic numerals to the page of the published Proceedings.

Egbert L. Bangs, M. A.

Mixed Institutions for the Deaf and the Blind, ii, 146.

Discipline as Applied to Pupils, ii, 196.

Alexander Graham Bell, M. D., Ph. D.

Articulation for Deaf-Mutes, ii, 152.

The Formation of a Deaf Variety of the Human Race, v, 205.

Thomas Hopkins Gallaudet, vi, 68.

Reading as a Means of Teaching Language to the Deaf, vi, 119.

The Condition of Articulation Teaching in America, vii, 44.

The Classification of Methods of Instruction, vii, 86.

Marquis L. Brock, M. A.

A Better Method of Instructing a Class of Beginners, i, 26.

Sister Mary Ann Burke.

Views on the Combined Method, iv, 10.

Mrs. Helen Campbell.

A Word for a New Industry (Cookery), iv, 81.

Francis D. Clarke, M. A.

A National Technical Training School for the Deaf, vii, 80.

John R. Dobyns, M. A.

The Relations of Superior to Inferior Officers in Institutions for the Deaf, vi, 188.

Edward Allen Fay, M. A., Ph. D.

Consanguineous Marriages as a Cause of Deaf Mutism, iii, 204.

J. F. Fulton, M. D.

The Causes of Deafness, v, 130.

E. M. Gallaudet, Ph. D., LL. D.

The American System of Deaf-Mute Instruction; its Incidental Defects and their Remedies, i, 47.

The Preparation of Students for Admission to College, iv, 41.

Values in the Education of the Deaf, vii, 24.

A Message from the Home of Heinicke, vii, 55.

A Few Words from the College at Washington, vii, 116.

John A. Gillespie, M. A.

The Aural Method of Instruction, v, 233; vi, 136.

The Presentation of Language, vii, 59.

Philip G. Gillett, M. A., LL. D.

Discipline, i, 38.

The Classification of Pupils, ii, 125.

Trustees and Superintendents, vi, 161.

D. Greene.

Trades and Occupations, v, 99.

Mrs. A. J. Griffith.

Art Education, v, 94.

J. Scott Hutton, M. A.

Religious Notions of the Deaf Previous to Instruction, vi, 30.

The Teaching of Language, vi, 90.

R. O. Johnson.

The Use of the Phonograph in the Indiana Institution, vii, 126.

James H. Logan, M. A.

The Necessity of a Training School for Teachers, iii, 204.

Edmund Lyon.

The Lyon Phonetic Manual, vii, 68.

J. L. Noyes, M. A., L. H. D.

Amusements and Recreation, ii, 187.

A Monitorial System, v, 246.

W. J. Palmer, M. A., Ph. D.

The Mechanical Instruction of the Deaf and Dumb, i, 121.

Harvey P. Peet, Ph. D., LL. D.

The Order of the First Lessons in Language for a Class of Deaf-Mutes, i, 19.

Isaac Lewis Peet, M. A., LL. D.

Initial Signs, i, 96.

The Life and Character of Thomas Hopkins Gallaudet, vi, 57.

Samuel Porter, M. A.

The Instruction of the Deaf and Dumb in Grammar, i, 136.

Leonidas Poyntz.

The Paramount Importance of Primary Education, iv, 58.

Lewellyn Pratt, M. A., D. D.

The College and its Relations to our Institutions, i, 104.

Miss Mary A. Selby.

Helps in Remembering Sounds, vi, 152.

Miss Laura C. Sheridan.

One Method of Teaching Language with Numbers, vi, 109.

Benjamin Talbot, M. A.

The Proper Age for the Admission of Pupils, i, 43.

Miss Cornelia Trask.

Women as Teachers of Deaf-Mutes, i, 128.

Henry A. Turton.

Home Life in an Institution for Deaf-Mutes, v, 213.

William W. Turner, M. A., Ph. D.

Hereditary Deafness, i, 91.

Thomas Widd.

The Advantages of an Art Education to Deaf-Mutes, iii, 218.

Warring Wilkinson, M. A., L. H. D.

Segregate Buildings, iii, 226.

Schools for the Deaf in Europe, vii, 137.

Job Williams, M. A., L. H. D.

A System of Education Adapted to All Deaf-Mutes, Not Excluding the Feeble-Minded, v, 182.

What Degree of Proficiency in the Acquisition of Verbal Language may the Average Deaf-Mute be Expected to Acquire? vi, 104.

George Wing.

Ear Trumpets for the Partially Deaf, v, 244.

Albert F. Woodbridge.

The Art of Drawing, and its Importance to the Deaf-Mute, iv, 71.

The most important resolutions passed by the several Conferences have been as follows:

Expressing the opinion that the American system of deaf-mute education, as practised and developed in the institutions of the country for

fifty years, commends itself as in a pre-eminent degree adapted to relieve the peculiar misfortune of deaf-mutes *as a class*, and restore them to the blessings of society; that it is the duty of all institutions to provide adequate means for imparting instruction in articulation and lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature; that while it is desirable to give semi-mute and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable except in promising cases, discovered after fair experiment, to carry congenital mutes through a course of instruction in articulation; and recommending to boards of directors to take speedy measures to provide the funds needed for the added force of instructors necessary for articulation teaching, *E. M. Gallaudet and C. Stone*, i, 82, 83, 119.

Recommending the establishment of high classes in all the institutions, and that the course of study in those classes be as far as possible in harmony with the course required for admission to the National College, *B. Talbot*, i, 115.

Approving the work of the National College, and urging an increase in the number of free students admitted from the several States, *I. L. Peet*, i, 119.

Urging the directors of institutions to foster, to the extent of their ability, the mechanical departments in each institution, *I. L. Peet*, i, 125.

Expressing the opinion that the principles of Dr. Isaac Lewis Peet's "Initial Signs" are philosophical and susceptible of extensive application, and recommending that earnest endeavors be used by all persons who labor for the deaf to bring this language to the greatest possible perfection, *P. G. Gillett and W. J. Palmer*, i, 114.

Appointing a committee to arrange for a resumption of the Conventions of American Instructors of the Deaf, *I. L. Peet*, i, 149.

Appointing a committee to resume the publication of the *American Annals of the Deaf*, *T. MacIntire*, i, 149.

Expressing the opinion that a proper classification is of vital importance to success; that intellectual development and mental ability should be the criterion by which to judge, and that tardiness in attendance is a serious embarrassment in this work, *J. L. Noyes*, ii, 138.

Expressing the opinion that separate institutions for the education of the deaf and of the blind should be established, as the methods of instruction are totally different, *W. J. Palmer*, ii, 151.

Expressing the opinion that Professor Bell's system of Visible Speech is philosophical; that it promises great aid in teaching articulation; that it is deserving of a thorough experiment in our institutions; and that it may be especially useful in the correction of defective utterance among semi-mutes, *E. L. Bangs*, ii, 177.

Expressing the opinion that, as many deaf children in all the States are growing up without either mental or moral character, some system of obligatory education should be enacted, *Miss S. Fuller*, ii, 193.

Recommending the adoption of a liberal and thorough art education, with the view of extending the field of skilled labor in the arts and manufactures open to the deaf, *T. Widd*, iii, 224.

Expressing the opinion that in the education of the deaf the place of prominence and honor should be accorded to the intellectual and moral training of the pupils, followed by thorough and well-provided instruction in industrial labor; that deaf pupils, where their stay in the institution is limited to seven years, require for their proper intellectual development, while in school, the equivalent of five hours of daily instruction for at least five days of the week during nine months of the year for seven years, under the direction of well-educated, vigorous instructors; and that instructors of the deaf ought not, as a rule, to be required or permitted to spend more than five hours a day in the work of the class-room, but should be expected to divide the remainder of their time between study, recreation, and exercise in such a manner as would best prepare them to sustain the drain upon their intellectual and nervous forces which is inevitable in a proper discharge of their duties as teachers, *E. M. Gallaudet*, iii, 235.

Expressing approval of the Gallaudet Home for Deaf-Mutes in New York, and commending it to the sympathy and support of all the institutions and all friends of the deaf, *J. S. Hutton*, iii, 250.

Suggesting to the directors of the American Asylum the desirableness of effecting such a change in the title of their institution as to eliminate therefrom the objectionable word asylum, *E. M. Gallaudet*, iii, 250.

Appointing a committee to prepare a blank form for the collection of statistics concerning the deaf, as to the cause of deafness, degree of deafness, marriages, and all information which is lacking to make full and complete records, in order that all statistics so gained may be uniform, *J. A. Gillespie*, v, 295. Report of Committee, *Annals*, xxx, 52.

Approving the practice of some institutions of retiring on half pay officers and teachers of long experience, whose vigor and manhood have been spent in the service of the institution, *R. A. Mott*, v, 232.

Recommending that, in all cases where it is practicable, special teachers in drawing be employed, *J. W. Swiler*, v, 127.

Appointing a committee to confer with the census committee appointed by Congress, with regard to taking the statistics of the deaf, *J. A. Gillespie* and *T. L. Moses*, vi, 131.

Expressing the opinion that the State institutions should afford their pupils a course of not less than ten years of primary and grammar-school instruction; and appointing a committee to make up a schedule of a course of study desirable to be pursued by pupils who contemplate attendance upon the National College; also a definite course of study for pupils, so arranged as to be applicable to a term of from seven to eight years, *T. L. Moses*, vi, 218. Report of Committee, *Annals*, xxxiv, 127.

Expressing the opinion that in all schools for the deaf, pupils who are able to articulate fluently and intelligently should recite orally in their classes and be encouraged to use their vocal organs on every possible occasion, *N. F. Walker*, vii, 142.

Appointing a committee to consider the subject of the classification of methods of instruction, *J. L. Noyes*, vii, 94.

Expressing the opinion that there is need of a free technical and industrial school for the deaf of the whole nation, where instruction shall

be given in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their application in the industries of life, and such useful handicraft as can be taught in a school; expressing the hope that, as the General Government has recognized by liberal appropriations the value of such colleges and institutions for normal youths, it will be possible to find some means of providing such a one for the deaf of the nation; and appointing a committee to decide upon the general course of instruction at such an institute, its methods of government, the requirements of entrance as a student, the apportionment of students among the different States and Territories, the proper location, and the amount necessary to establish and maintain it, *F. D. Clarke*, vii, 101.

Urging the authorities of the National College to provide for the travelling expenses of worthy students residing in distant States, *S. T. Walker*, vii, 121.

Expressing the opinion that the Lyon Phonetic Manual is ingenious and philosophical and may be used as a valuable aid in the instruction of the deaf in articulation and speech-reading, *Miss S. Fuller*, vii, 145.

The Presidents of the Conferences have been as follows:

First Conference, HARVEY P. PEET, Ph. D., LL. D., Principal Emeritus of the New York Institution.

Second Conference, PHILIP G. GILLETT, LL. D., Superintendent of the Illinois Institution.

Third Conference, Rev. THOMAS GALLAUDET, D. D., General Manager of the Church Mission to Deaf-Mutes.

Fourth Conference, Rev. THOMAS MACINTIRE, Ph. D., Superintendent of the Indiana Institution.

Fifth Conference, Hon. R. A. MOTT, Secretary of the Board of Directors of the Minnesota School.

Sixth Conference, J. L. NOYES, L. H. D., Superintendent of the Minnesota School.

Seventh Conference, ISAAC LEWIS PEET, LL. D., Principal of the New York Institution.

At each Conference until the Sixth a Committee was elected to make the necessary arrangements for the next Conference. At the Sixth Conference this duty was devolved upon the Standing Executive Committee of the Convention of American Instructors of the Deaf. The members of these committees have been as follows:

EGBERT L. BANGS, <i>Chairman</i>,	. . . . .	1870-1872
J. L. NOYES,	. . . . .	1870-1874; 1888-
H. H. HOLLISTER,	. . . . .	1870-1872
W. J. PALMER, <i>Chairman</i>,	. . . . .	1872-1874
SARAH FULLER,	. . . . .	1872-1874
PHILIP G. GILLETT, <i>Chairman</i>,	. . . . .	1874-1888
WARRING WILKINSON,	. . . . .	1874-1888

HARRIET B. ROGERS,	. . . . .	1874–1888
EDWARD M. GALLAUDET, <i>Chairman</i>,	. . . . .	1888–
ISAAC LEWIS PEET,	. . . . .	1888–
PHILIP G. GILLET,	. . . . .	1888–
CAROLINE A. YALE,	. . . . .	1888–
WESLEY O. CONNOR,	. . . . .	1890–
R. MATHISON,	. . . . .	1890–

The American Association to Pro-
mote the Teaching of Speech
to the Deaf,

1890-1893.

By Z. F. WESTERVELT.

Secretary of the Association.

THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

THE American Association to Promote the Teaching of Speech to the Deaf was organized during the progress of the Twelfth Convention of American Instructors of the Deaf, held at the New York Institution for the Instruction of the Deaf and Dumb at Washington Heights, New York city, in August, 1890.

This Association was the expression of a growing and positive conviction among the educators of the deaf regarding the teaching of speech. It was an exponent of the same spirit which influenced the quadrennial Convention, held at Berkeley, California, in 1886, to adopt, unanimously, a resolution which was, in effect, that earnest and persistent efforts should be made to teach every deaf child while in school to speak and read the lips.

Although some of the schools for the deaf, in which speech-teaching had not previously been made prominent, were now acting in accordance with the spirit of this resolution, and were giving instruction in speech to all their pupils, yet the first organization which had for its avowed purpose the furtherance of the policy therein advocated was the result of a series of meetings of teachers and others attending the Convention of 1890 who were especially interested in teaching the deaf to speak. This step was induced by the promise from Dr. Alexander Graham Bell of the munificent gift of \$25,000 to be paid upon the incorporation of the Association.

At a formal meeting in Albany of the persons elected and authorized to perfect the organization of the Association, articles of incorporation were drawn up, dated, signed, and acknowledged on the 4th September, 1890. The certificate of incorporation was approved by the Justice of the Supreme Court of the Third Judicial District of the State of New York, and filed in the office of the Secretary of State at Albany on the 16th of September, 1890.

The Association was organized with a board of directors, nine in number. The names and addresses of the directors who were to manage its concerns for the first year were as follows :

ALEXANDER GRAHAM BELL, President, Washington, D. C.
GARDINER G. HUBBARD, 1st Vice-President, Washington, D. C.
CAROLINE A. YALE, 2d Vice-President, Northampton, Mass.
Z. F. WESTERVELT, Secretary, Rochester, N. Y.
ELLEN L. BARTON, Kinderhook, N. Y.
A. L. E. CROUTER, Philadelphia, Pa.
PHILIP G. GILLET, Jacksonville, Ill.
DAVID GREENBERGER, New York, N. Y.
MARY H. TRUE, Bethel, Me. .

The first regular meeting of the board of directors was held on the 16th and 17th of February, 1891, the purpose of the meeting being to frame and adopt a constitution. At this meeting Dr. A. Graham Bell presented to the Association the gift of \$25,000 in accordance with the announcement made by him at the Twelfth Convention of Instructors. It was decided that this fund should be known as the Bell-Volta Fund, and should be held in the form of a permanent investment, the income only to be used.

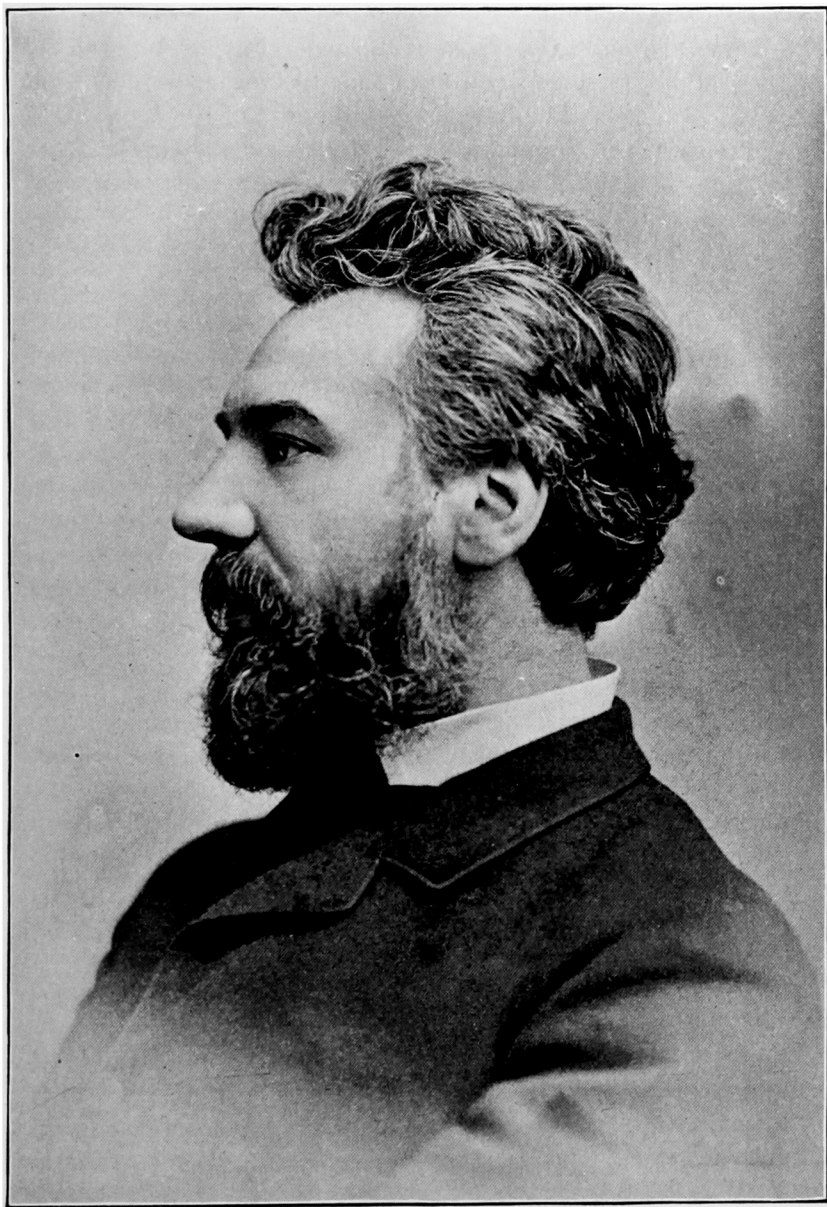
The objects of the Association as gathered from its constitution, certificate of incorporation, and official publications may be thus stated :

First. To aid schools for the deaf in their efforts to teach speech and speech-reading by providing schools for the training of articulation teachers, by the employment of an agent, designated as corresponding secretary, who should by the collection and publication of statistics and papers relating to the subject, and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading, and by using all such other means as might be deemed expedient, to the end that no deaf child in America should be allowed to grow up "deaf and dumb" or "mute" without earnest and persistent efforts having been made to teach him to speak and to read the lips.

Second. To gather information respecting the instruction given in speech in schools for the deaf throughout the country.

Third. To obtain from the authorities of the various schools for the deaf a statement of the difficulties encountered in teaching speech to their pupils, to the end that this Association might offer such aid as might be in its power to overcome these obstacles.

Fourth. To arrange for special courses of lectures and discussions upon subjects relating to the teaching of speech and



ALEXANDER GRAHAM BELL, M. D., PH. D.

speech-reading to the deaf, and for the practical illustration of class-room work by experienced teachers with classes of deaf children. To this end the Association should hold summer meetings annually.

Fifth. To publish a report of the general proceedings of the Association meetings; and from time to time to publish such papers or articles as might, in the judgment of the Association or its executive committee, be worthy of special presentation to teachers of the deaf, and those interested in oral instruction, under the title of circulars of information.

Sixth. To co-operate with the quadrennial Convention of the Instructors of the Deaf.

The Association was fortunate in securing as their corresponding secretary Miss Mary H. True, one of the earliest and ablest teachers of speech in the country. The official duties of this officer were begun by visiting the schools for the deaf in the South and West; subsequently, visits were made to the schools in the North and East. The conferences with the several institutions visited were *quasi* confidential. No report was therefore made regarding them to the board. By respecting the confidential relationship between the Association and the various institutions, the power and usefulness of the corresponding secretary were greatly augmented. The most kindly courtesy was everywhere met with, and all were found ready to avail themselves of whatever the Association could present that would promote the true interests of the deaf. Miss True's ripe experience enabled her to gain the confidence and good-will of all, and it was a matter of no little regret when, in the fall of 1892, her resignation as corresponding secretary was presented to the board of directors.

The First Summer Meeting was held at Crosbyside, Lake George, N. Y., from July 1st to 10th, 1891.

At ten o'clock on the morning of the opening day, the president, Dr. Alexander Graham Bell, called the members of the Association to order, and announced that "the proceedings of this the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf will now be opened."

After the transaction of certain formal preliminaries, the president delivered his opening address, from which the following is taken:

* * * * *

Before proceeding with the regular work of the meeting, a few words concerning the origin of the Association may not be out of place.

Many of the members present can recall the time when no articulation teachers were employed in this country, and when all our deaf children were allowed to grow up as "deaf and dumb." In the year 1867 three oral schools sprang into existence, and since that time articulation teaching has assumed importance in the United States. The number of teachers engaged in the work has constantly increased until now articulation teachers constitute 45 per cent. of the hearing teachers employed in our schools. The number of pupils has also increased. Previously to 1867, few, if any, were taught to speak; but last year we had under instruction no less than 3,682 deaf children in American schools. But 5,219 others, constituting 58.6 per cent., or the majority of the whole, received no instruction whatever in the use of their vocal organs. These were not cases of pupils who had been placed for trial in articulation classes and had failed. Many of them, doubtless, could have been taught to speak; but from various causes, such as lack of trained teachers, lack of funds, etc., they had never had a chance to learn. This large percentage of "dumb" in our schools for the deaf is the cause of the existence of this Association. Our special work is the reduction of that percentage.

Before the year 1874, articulation teachers constituted only a small minority of the instructors of the deaf, and they possessed no organization of their own to advance their work. In that year organization was for the first time effected. On the twenty-fourth of January, 1874, those teachers who employed my father's system of Visible Speech in the instruction of their pupils met in convention in Worcester, Mass.* At this meeting the benefits to be derived from a discussion of technical details by specialists engaged in articulation work became so obvious that a committee was appointed to call another convention to meet the same year, and to invite the attendance of all teachers of articulation and of all persons interested in the work. This Second Convention of Articulation Teachers met in Worcester, Mass., on the thirteenth day of June, 1874.† Oral teachers, of course, enjoyed all the privileges and benefits of the quadrennial Convention of the Instructors of the Deaf held in America, so that separate meetings were not imperatively necessary. Still, the results of the Second Convention of Articulation Teachers showed that a very great advantage would be derived from occasional meetings of this kind, and a committee was appointed to call another convention whenever in their opinion the interests of articulation teaching would be advanced thereby.

At the suggestion of Mr. Greenberger this committee decided to call another convention in the year 1884, and this Third Convention of Articulation Teachers met in New York, June 25, 26, 27, 28, 1884, at the

* For Proceedings see the *American Annals of the Deaf*, April, 1874, vol. xix, p. 90.

† For Proceedings see the *American Annals of the Deaf*, October, 1874, vol. xix, p. 217.

New York Institution for the Improved Instruction of Deaf-Mutes.* The results of this meeting again proved the very great importance of special meetings of articulation teachers. But the opinion was expressed that the interests of articulation teaching might be better advanced by the organization of a special section of the Quadrennial Convention to be devoted to articulation work, rather than by holding independent conventions for the purpose. A resolution was unanimously adopted requesting the Eleventh Quadrennial Convention of Instructors of the Deaf, which was to meet in California in 1886, to form an articulation section to be devoted to the discussion of details of articulation work by the oral teachers of the Convention.

A committee was also appointed with full powers to call another separate convention should they deem such a course necessary or advisable.

The Eleventh Quadrennial Convention of the Instructors of the Deaf met in Berkeley, California, on the fifteenth day of July, 1886;† but no formal action was taken upon the resolution requesting the formation of an articulation section. The Convention, however, recognizing the great progress that had been made in the art of teaching speech to the deaf, and the injustice of designating as "deaf and dumb" persons who could speak, dropped the title "dumb" from the name of the Convention, and from the name of the *Annals*—the official organ of communication among teachers of the deaf. The "*American Annals of the Deaf and Dumb*" became the "*American Annals of the Deaf*," and the quadrennial "Convention of American Instructors of the Deaf and Dumb" became a Convention of "Instructors of the Deaf." A Normal Department of the Convention was established in which articulation work received considerable attention. The Convention also passed unanimously the following resolutions, which have had an important bearing upon the organization of this body:

"WHEREAS, The experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals; it is, therefore,

"*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, and works at the same time harmoniously, aiming at the attainment of an object common to all.

"*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the amount of labor:

* The Proceedings were published by the *Voice* magazine, Albany, and copies may be obtained by addressing the Volta Bureau, Washington, D. C.

† The Proceedings have been published by the California Institution for the Deaf and Dumb, Berkeley, California.

" *Provided*, That these children who are given to articulation teachers for trial should be given to articulation teachers who are trained for the work, and not to novices, before saying it is a failure ; and

" *Provided*, That a general test be made, and that those who are found to have sufficient hearing to distinguish sounds shall be taught aurally."

In view of the fact that the California Convention had unanimously passed the above resolutions with provisos, the committee appointed by the Third Convention of Articulation Teachers did not deem it necessary to convene a special meeting of oral instructors between the years 1886 and 1890.

On the twenty-third day of August, 1890, the Twelfth Quadrennial Convention of American Instructors of the Deaf met in New York, at the New York Institution for the Deaf and Dumb, at Washington Heights.* At that Convention statistics were presented showing how far the resolution of the California Convention, which I have just read, had been carried into effect :

TABLE I.
Statistics Compiled from the American Annals of the Deaf.

DATE.	INSTRUCTORS OF THE DEAF EMPLOYED IN AMERICAN SCHOOLS.			HEARING TEACHERS.		PERCENTAGE OF HEARING TEACHERS.	
	Total teachers.	Deaf teachers.	Hearing teachers.	Articulation teachers.	Not articulation teachers.	Articulation teachers.	Not articulation teachers.
1884	508	155	353	.....	.....	.....	.....
1885	540	156	384	.....	.....	.....	.....
1886	566	158	408	134	274	32.8	67.2
1887	577	155	422	171	251	40.5	59.5
1888	606	154	452	199	253	44.0	56.0
1889	615	160	455	208	247	45.7	54.3
1890	641	170	471	213	258	45.2	54.8
1891†.....	686	167	519	260	259	50.0	50.0

* The Proceedings have been published by the New York Institution.

†The table has been extended up to date—January 1, 1892—so as to include the statistics for 1891.

TABLE II.
Statistics Compiled from the American Annals of the Deaf.

DATE.	NUMBER OF PUPILS IN AMERICAN SCHOOLS FOR THE DEAF.			PERCENTAGE OF PUPILS IN AMERICAN SCHOOLS FOR THE DEAF.	
	Total pupils.	Taught to speak.	Not taught to speak.	Taught to speak.	Not taught to speak.
1884.....	7,482	2,041	5,444	27.2	72.7
1885.....	7,801	2,618	5,183	33.5	66.4
1886.....	8,050	2,484	5,566	30.8	69.1
1887.....	7,978	2,556	5,422	32.0	67.9
1888.....	8,372	3,251	5,121	38.8	61.1
1889.....	8,575	3,412	5,163	39.7	60.2
1890.....	8,901	3,682	5,219	41.3	58.6
1891*.....	9,232	4,245	4,987	46.0	54.0

These statistics show that in spite of the California resolution, and after four years of work, there were 5,219 deaf children in our schools who received no instruction in the use of their vocal organs, and that these constituted the majority of the pupils. The oral teachers of the Convention met together for the purpose of deliberating upon this result and of discussing plans for the advancement of articulation teaching.

The attention of the quadrennial Convention was called to the fact that no formal action had been taken upon the resolution addressed to that body by the Third Convention of Articulation Teachers requesting the organization of an articulation section, and it was suggested that some action should be taken at the present meeting. The matter was referred to the business committee, which reported favorably to the main body. As a result the following resolution was unanimously adopted:

"WHEREAS, At the last Convention of Articulation Teachers of the Deaf and Dumb a resolution was adopted looking to the formation of a section of the American Instructors of the Deaf, for the promotion of articulation teaching; therefore, be it

"Resolved, That the oral teachers of this Convention be invited to form a section for the purpose indicated, to be organized under its own officers; the hours of meeting to be determined by the appropriate committee of the Convention, and to be so ordered as to harmonize with the general meetings and with the normal section."

In response to this invitation, the oral teachers of the Convention met and organized an articulation section upon the model of the general Convention. The management was vested in an executive committee of five members, consisting of the following persons: Miss Caroline A. Yale, Miss Sarah Fuller, Miss Ellen L. Barton, Mr. David Greenberger, and Mr. A. L. E. Crouter.

* The table has been extended up to date—January 1, 1892, so as to include the statistics for 1891.

The oral teachers of the Convention, recognizing the fact that we possessed in America no chartered body of a national character capable of receiving donations and bequests for the benefit of the deaf, resolved to effect a permanent organization of this character, to be devoted to the promotion of articulation teaching.

A preliminary organization was effected on the 27th of August, 1890, by the election of Miss Yale as Chairman and Mr. E. S. Thompson as Secretary. I will read the minutes because it was this meeting that gave birth to our Association; and the members who were present upon that occasion are the original promoters of this society and will hereafter forever be distinguished as The Original Promoters of the Association. The following are the minutes:

“ AUGUST 27, 1890.

“ Miss YALE in the chair.

“ At a meeting held this morning Dr. Bell proposed a plan for a National Association for the Promotion of Teaching Speech to the Deaf. In case it should become a chartered body he would give \$25,000 to the society. Mr. Greenberger urged the necessity of annual meetings of articulation teachers, and suggested the idea of a summer school.

“ Moved and passed that persons whose names are on the list taken by the Secretary be considered members of the Association.

“ The list is as follows:

ASHCROFT, J. I., Mr.,
BARTON, ELLEN L., Miss,
BELL, Dr. ALEXANDER GRAHAM,
BLISS, SUSAN E., Miss,
BUTLER, EVELYN A., Miss,
CROUTER, A. L. E., Mr.,
DAWSON, ELLA S., Miss,
DWYER, M. DOSITHEUS, Sister,
FISH, KATE H., Miss,
FRANKLIN, MARY, Miss,
GAWITH, F. M., Miss,
GILLETT, ALMA, Miss,
GREENBERGER, DAVID, Mr.,
GRIMM, AGNES M., Miss,
HAMILTON, HARRIET E., Miss,
HOBART, ELMIRA S., Miss,
JACK, IDA M., Miss.
KENT, ELIZA, Miss,
LEWIS, EMMA, Miss,
MCDOWELL, FLORENCE C., Miss,
MATHISON, ANNA, Miss,
METCALF, MATTIE F., Miss,
NEWTON, CONSTANCE S., Miss,
RICHARDS, LAURA DEL., Miss,
SHAW, MARY B., Miss,
TAYLOR, VIOLA, Miss,
TERRELL, PARK, Mrs.,
THOMPSON, E. S., Mr.,
WEST, EMMA F., Miss,
YALE, CAROLINE A., Miss,
YOST, STELLA, Miss,

ASHCROFT, HARRIET G., Mrs.,
BEDFORD, MATTIE H., Miss,
BLACK, ANNA M., Miss,
BURKE, MARY A., Sister,
CHRISTMAS, JEANNETTE, Miss,
CURRIER, E. H., Prof.,
DEVEREUX, S. H., Miss,
FAY, ELIZABETH, Miss,
FLAHERTY, MARY, Miss,
FRENCH, A., Miss,
GEORGE, ADELE, Sister,
GLADDING, FANNIE D., Miss,
GRIFFITH, MAUDE I., Miss,
GROSBECK, E. A., Mr.,
HITZ, JOHN, Mr.,
HOOPES, MARY C., Miss,
KEELER, SARAH WARREN, Miss,
LARKINS, ANNA M., Miss,
LOUNSBURY, C. E., Mrs.,
MCGUIRE, MARY, Miss,
MEIGS, JANE, Miss,
MORGAN, MARY B., Miss,
PARTELL, MARY J., Miss,
ROGERS, H. B., Miss,
STRYKER, ELIZABETH M., Mrs.,
TERRELL, PARK, Mr.,
THOMPSON, EMMA ROSS, Miss,
TRUE, MARY H., Miss,
WESTERVELT, Z. F., Mr.,
YERKES, LAURA C., Miss,
ZORBAUGH, GRACE, Miss.

“ The foregoing minute was approved.

“ Mr. Terrell moved that a committee be appointed by the chair to nominate trustees.

“ Passed.

"The chair appointed Mr. Terrell, Miss Hamilton, and Miss Taylor. The committee reported the following names: A. Graham Bell, Caroline A. Yale, Z. F. Westervelt, Ellen L. Barton, D. Greenberger, Mary H. True.

"The report was adopted.

"Mr. Ashcroft moved that the Board of Trustees be empowered to appoint three additional members, who may or may not be engaged in teaching the deaf.

"Passed.

"Miss Black moved that the Board of Trustees be empowered to take all necessary steps to give the Association permanent character, prepare its constitution and by-laws, and attend to the filing of the articles of incorporation of the Association and arrange for its meetings.

"Passed.

"Dr. Bell moved that Mr. Westervelt be delegated to report the action of the Association to the Convention of American Instructors of the Deaf.

"Passed.

"Adjourned.

"E. S. THOMPSON, *Secretary.*"

The trustees appointed held a meeting in Albany, New York, on the fourteenth day of September, 1890. A constitution and by-laws were prepared, and "The American Association to Promote the Teaching of Speech to the Deaf" was incorporated under the laws of the State of New York, on the sixteenth day of September, 1890. The trustees became the Board of Directors of the new Association. It was decided to hold two meetings every year; a meeting of the whole Association to be held in the summer time, at such places in America as might be decided upon by the Board of Directors; and a meeting of the Directors to be held in the winter time. This is the first summer meeting of the Association, but it will not be the last. The large number of delegates present shows the very great interest that is taken in our work, and I trust that, as a result of this meeting, we shall find within the next year a great increase in the number of deaf children who are taught to speak, and in the number of articulation teachers who are employed in our schools. (See statistics for 1891 in Tables I and II.)

There has been for a good many years past an unfortunate antagonism between the advocates of the "oral method" of instruction and the advocates of the "combined" or "sign method." This Association does not propose to take any part in that controversy. There is a great difference between teaching speech and teaching *by* speech. The California resolution shows that all the teachers of the deaf in America, and all the schools for the deaf, whatever may be their methods of instruction, are unanimous in the desire to teach speech to all of the deaf who can be successfully instructed. The California resolution defines a neutral ground upon which all teachers of the deaf may meet as friends. Upon this neutral ground we stand, and we invite into our organization sign teachers and oral teachers, and all who believe that every deaf child should be given the opportunity to learn to speak if he can, and who desire to help in bringing this about.

* * * * *

Upwards of one hundred and fifty members were present at this meeting, representing twenty-eight institutions for the deaf. There was, therefore, a most excellent opportunity afforded to become acquainted with the various systems of speech work. The meeting was in all respects a most profitable and enjoyable gathering.

The character and importance of the work accomplished may be seen by the condensed programme here given.

PROGRAMME OF FIRST SUMMER MEETING.

(CONDENSED.)

Dr. Alexander Graham Bell.

Opening Address.

Lecture 1. The Thorax and Larynx.

2. The Pharynx and Mouth in Their Relation to Speech.

3. Functions of the Epiglottis and Soft Palate, and Methods of Studying the Mechanism of Speech.

4. Visible Speech as Taught to the Deaf.

5. Consonants.

6. Vowels, Glides, and Combinations.

7. Speech-Reading.

Practical Work.

Miss Ida H. Adams.

Black-board Aid in the Use of Spoken Language.

Miss Ellen L. Barton.

Illustration of the Development of Lip-Reading.

Mr. Paul Binner.

Illustration of Methods of Teaching.

Harmonies of the Voice.

Miss Anna M. Black.

Teaching Little Children.

Mr. A. L. E. Crouter.

History of Oral Work in the Philadelphia Institution.

Miss Sarah Fuller.

How Helen Keller was Taught to Speak.

Infant Schools for the Deaf.

Miss Fannie W. Gawith.

Kindergarten Exhibit.

Dr. Philip G. Gillett.

Addresses.

A. Hewson, M. D.

- Lecture 1. Anatomy of the Chest.
- 2. The Lungs, Trachea, and Larynx.
- 3. Anatomy of the Pharynx and Mouth.

Miss Elsa M. Hobart.

- Plan to Encourage Speech.

Hon. Gardiner G. Hubbard.

- History of the Education of the Deaf.
- The Geography of America.

Miss Ella C. Jordan.

- Illustration of the Word Method at the Horace Mann School.

Miss Florence E. Leadbetter.

- Articulation as Taught in Primary Classes.

Mr. Edmund Lyon.

- Illustration and Explanation of the Uses of the Lyon Phonetic Manual.

Miss Florence McDowell.

- Methods of Instruction in the Philadelphia Institution.

Mr. William Robert Roe.

- Methods Used in England.

Miss Rebecca E. Sparrow.

- Methods of Articulation Teaching in the Clarke Institution.

Miss Daisy M. Way.

- The Whipple Phonetic Alphabet.

Mr. Z. F. Westervelt.

- Speech in a Manual Alphabet School.
- Financial Report of the Association.

Dr. Job Williams.

- Address.

Rev. Dr. F. H. Wines.

- Address on "Charity."
- Address.

Miss Caroline A. Yale.

- Discussion on "The Teaching of Speech to the Deaf in Relation to Ethical and Religious Training."
- History of Articulation Teaching in America.
- Methods of Articulation Teaching in the Clarke Institution.
- Daily Practice School.

The Report of this meeting, which was subsequently published in a carefully illustrated octavo volume of 437 pages,

constitutes a most valuable addition to our literature upon subjects pertaining to the teaching of speech.

Crosbyside had been found so admirably adapted to fill all the requirements of the Association's first meeting that it was selected by the board of directors as the place for the Second Summer Meeting, which was in session from June 29 to July 8, 1892. The interest which was manifested in the work of the Association by the number present at the first summer meeting was now attested by a still larger number, upwards of two hundred members being in attendance.

The opening address of the president contains so much regarding the special work of the Association, as well as regarding matters of general and vital importance to the profession, that it is here reproduced in full with the exception of a graphically presented statement of percentages of children who receive speech instruction in ninety-five institutions for the deaf, and the tables showing the figures upon which those percentages are based.

ADDRESS.

LADIES AND GENTLEMEN : As short a time ago as the year 1890, such a meeting as this was supposed to be impossible. Teachers of the deaf, of course, have met in conventions before, but they have been entertained at the expense of some school for the deaf. Teachers of the deaf, as a rule, are not overburdened with means, and it was supposed to be impossible to bring about any large gathering of this kind at the expense of the teachers themselves.

Well, last year we tried the experiment, and one hundred and fifty teachers of the deaf assembled at Lake George—not for three or four days, as had been the case in conventions, but for ten days—and paid their own expenses. Well, that was an experiment, and it was thought that we could not do that again, as least not the very next year; but again we have come together in increased numbers, full of energy and enthusiasm for our work. On behalf of the board of directors, I may say that we accept this large gathering as an endorsement of the value of the work that was accomplished during the last meeting. We accept it as a proof that you have been satisfied, and that the teachers who came here last year from far and wide, at considerable expense and inconvenience to themselves, have profited by what they found here, to such an extent that they are willing to incur all this expense and trouble again, in the belief that they will be amply repaid, and return to their schools better equipped for their work.

I need hardly say that the board of directors are highly gratified by this mark of your confidence, and we trust that you will all go away from Lake George with the feeling that you have received still more that is of value and help to you in your noble work, and that you will all feel that it has paid you to come.

Upon this occasion it would be a proper thing for me to say a few words regarding the object of our Association; what we have accomplished during the past year, and what we aim to do in the future. However, that subject will come up in our meeting this evening, and it will hardly, therefore, be necessary for me this morning to do more than direct your attention to the object that brings us together—to the great end and aim of our existence as an Association—and to give you some report of the progress of articulation teaching in America since our last meeting.

For a great many years past the advocates of the different methods of educating the deaf have been in generous rivalry with one another; and in our conventions we have discussed very fully the relative merits of the different methods of instruction. Into the contest between the different methods of instruction we don't propose to go. We are an entirely neutral body. In 1886, at the California Convention, a resolution was unanimously adopted by the entire profession, including teachers who were violently opposed to one another upon other subjects. It was in effect that every deaf child should be given a chance to learn to speak. It was in effect that earnest and persistent endeavors should be made in every school for the deaf to teach every child to speak and read from the lips. That is the platform upon which we stand. We have come into existence as an organization, not to antagonize any school or system of schools, but to help schools of all sorts in America to carry out the spirit and purport of that resolution.

REPORT ON ARTICULATION TEACHING IN AMERICA.

I have made a close examination of the statistics of articulation teaching in order to ascertain how far that resolution has been carried into effect. Great progress is manifest since our last Summer Meeting, but though a great increase has taken place in the number of articulation teachers employed, and in the number of deaf pupils taught articulation, still the majority of our pupils have not yet been given an opportunity of learning to speak. I beg to place in your hands a detailed analysis of the statistics of speech-teaching in American schools for the deaf, which I have compiled from the *American Annals of the Deaf* for your information. The statistics concerning articulation teaching extend back only as far as the year 1884.

The tables I have placed in your hands will show you the total number of pupils in each school for the deaf in the United States and the Dominion of Canada, and the total number of pupils taught speech in each year from 1884 up to the present time. From these figures I have calculated the percentage of pupils taught speech in each school for the deaf, and the results are shown graphically in the charts placed in your hands. The tables also include the total number of teachers employed in each school for the deaf, and the total number of these who are engaged in teaching articulation.

The following tables give a summary of the results shown in detail in the Appendix. They exhibit the general statistics of articulation teaching in the United States up to January, 1892.

TABLE I.

Statistics Compiled from the American Annals of the Deaf.

DATE.	INSTRUCTORS OF THE DEAF EMPLOYED IN AMERICAN SCHOOLS.			HEARING TEACHERS.		PERCENTAGE OF HEARING TEACHERS.	
	Total teachers.	Deaf teachers.	Hearing teachers.	Articulation teachers.	Not articulation teachers.	Articulation teachers.	Not articulation teachers.
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1888	606	154	452	199	253	44.0	56.0
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TABLE II.

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1886.....	8,050	2,484	5,566	30.8	69.1
1887.....	7,978	2,556	5,422	32.0	67.9
1888.....	8,372	3,251	5,121	38.8	61.1
1889.....	8,575	3,412	5,163	39.7	60.2
1890.....	8,901	3,682	5,219	41.3	58.6
1891.....	9,232	4,245	4,987	46.0	54.0

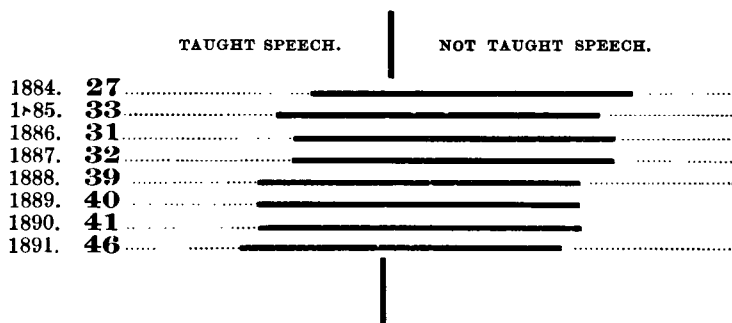
The total number of teachers of the deaf employed in the United States in 1890 was 641, and in 1891, 686. This is an increase of 45. When we come to analyze the details, we find that this is an increase *exclusively of articulation teachers*. This is shown by the following facts: In 1890 there were 213 articulation teachers employed, whereas in 1891

there were 260—an increase of 47 articulation teachers. The first statistics upon this subject were collected by the *Annals* in 1886. In that year we find articulation teachers constituted 32.8 per cent. of the hearing teachers in our schools for the deaf; in 1887 they constituted 40.5 per cent.; in 1888, 44 per cent.; in 1889, 45.7 per cent.; in 1890, 45.2 per cent.; in 1891, the latest returns, 50 per cent. Indeed, they constituted one more than 50 per cent. There were 260 articulation teachers to 259 hearing teachers who were not engaged in articulation work.

In regard to the proportion of deaf pupils taught speech, the increase during the past year has been very marked. In 1890 there were 3,682 deaf children in the United States taught speech; in 1891, 4,245—an increase of 563. In 1890, 41.3 per cent. of our pupils were taught speech; in 1891, 46 per cent. I am sure that this increase is due very greatly to the stimulus of the first Summer Meeting of this Association.

The following diagram illustrates in a graphical manner the percentage of pupils taught speech in American schools for the deaf since the year 1884, when statistics upon the subject were first collected by the *Annals*:

PERCENTAGE OF PUPILS TAUGHT SPEECH.



No attempts to teach speech have been made to the percentage of pupils shown by the black lines on the right-hand side of the diagram; and, unfortunately, these pupils still constitute the majority of the whole. There is still work, therefore, for this Association to do, for no attempt has yet been made to teach speech to 54 per cent. of our pupils. Of course, the statistics in the *Annals* include the whole of our pupils, old as well as young; and it has occurred to me, therefore, that they may not give us a true indication of the extent to which the California resolution is being carried out in the country at large, and that a better indication would be obtained by statistics concerning younger pupils alone. I therefore sent out a circular letter of inquiry to the superintendents and principals of American schools for the deaf, requesting—

(1) The total number of new pupils admitted during the school year just closed;

(2) The number of new pupils taught speech; and

(3) The number of these taught *by* speech.

The following table shows the results of the inquiry:

Speech-Teaching in American Schools for the Deaf, 1891.

SCHOOLS FOR THE DEAF.	NO. OF PUPILS WITH- IN THE YEAR 1891. [From the <i>Annals</i> for January, 1892.]			NEW PUPILS ADMITTED DURING THE SCHOOL YEAR ENDING JUNE, 1892. [From replies to circular letter of A. G. Bell.]				
	Total Pupils.	Total taught speech.	Percentage taught speech.	Total new pupils	Total taught speech.	Total taught by speech.	PERCENTAGE.	
UNITED STATES, (A.....	5,614	2,960	53	836	580	363	69	43
	B.....	1,619	759	266	189	.....	71	.....
	(C.....	1,999	536	.....	.....	.....	.....	.....
Total.....	9,232	4,255	46	1,102	769	.....	70	.....
CANADA..... (A.....	445	92	21	59	20	5	35	8
	B.....	309	132	63	41	.....	65	.....
	(C.....	39	5	.....	.....	.....	.....	.....
Total.....	793	229	29	122	61	.....	50	.....

A. Complete returns were received from these schools.

B. The returns received from these schools did not state definitely the number of new pupils taught by speech. The Canadian schools marked "B" refer to the two Roman Catholic schools in Montreal. They return 126 pupils, or 41 per cent. of the whole, as taught by speech; but do not state how many of the new pupils were so taught.

C. These schools did not reply to the circular letter of inquiry.

Replies have been received from schools containing 7,987 pupils, or 80 per cent. of the whole number under instruction in the United States and Canada. It is encouraging to note that while 46 per cent. of the whole number in our schools last year were taught articulation, 70 per cent. of the younger pupils were afforded an opportunity of learning to speak. The statistics published in the *Annals* are somewhat defective, because, while they give us the total number of pupils taught speech, they do not give us the number taught *by speech*; so that we have no statistics by which we can measure the progress of the oral method of teaching in America.

Professor Joseph C. Gordon, of the National Deaf-Mute College, in some editorial remarks prefacing a volume entitled "The Education of the Deaf," about to be issued by the Volta Bureau, says: "The returns of pupils taught *by speech* are incomplete. The number reported for 1891 is 963, or 10.4 per cent. of the school population." The above table indicates that the percentage, in the case of the younger pupils, must be very much larger. Out of 836 new pupils admitted during the past school year, 363, or 43 per cent., were taught by speech.

This percentage, however, is probably excessive, because the table

shows that those schools which have done the most work in articulation teaching have been the most ready to respond to inquiries relating to the subject. We cannot, therefore, assume that the percentage holds for the schools that have not replied to my circular letter.

Still, even if we assume that these 363 deaf children were all who were taught by the oral method, the percentage must be very much higher than that given by Professor Gordon. This will be obvious from the following considerations :

The schools containing these cases had a total attendance of 5,614 pupils, of whom 836, or 15 per cent., were new pupils admitted during the past school year.

If this proportion held good for the whole country, then there must have been a total of 1,385 new pupils, or 15 per cent. of 9,232, admitted during the year just closed.

Now, 363 of these at least, or 26 per cent., we know were taught by speech. Hence, for the younger pupils the true proportion taught by speech lies somewhere between 26 and 43 per cent. of the whole. The lowest estimate very much exceeds the figures of Professor Gordon.

We have no means of ascertaining whether the proportion of our pupils taught by speech is increasing or diminishing ; and I think it would be well for this Association to direct the attention of the editor of the *Annals* to the importance of collecting and publishing statistics upon this subject.

I have glanced over the reports of American schools for the deaf that have been published since our last meeting, and there are a few points contained in them to which I shall direct your attention.

In the Twelfth Biennial Report of the American Asylum at Hartford, the principal, Dr. Job Williams, gives his views upon what constitutes success in articulation work. He says :

“ We hold that direct and earnest effort should be made by expert teachers of those branches to teach speech and speech-reading to every pupil, and in no case should that effort be abandoned until those teachers are convinced that the pupil will never acquire enough of speech to be of any practical use. In some very unpromising cases the possibility of acquiring speech is not given up for two or three years. Here let me say that the criterion of success in speech should not be perfect naturalness of tone and inflection. It would be unreasonable to expect that where the sense of hearing is wanting. Intelligibility is the prime requisite of good speech. Tone and inflection are secondary considerations. *Any pupil who has mastered speech and lip-reading so far as to be able to carry on conversation in regard to the ordinary affairs of life in speech so plain as to be readily understood by the members of his own family, even though others fail to understand him, should be counted as a successful articulator and lip-reader.* It is worth while to continue the instruction in these branches in many cases where the degree of success falls considerably short of the ability to carry on an extended conversation, provided that what of speech is acquired is easily understood. We must recognize the fact that intelligible speech is the readiest and most acceptable means of communication with people in general, but it must be intelligible. It is worth while for a child to gain even a limited amount of speech and lip-reading (the latter is as important as the former) in all cases where it can be done without serious sacrifice in mental development and acquisition of language.”

We must all agree with Mr. Williams in these remarks. We should, of course, aim to have our pupils speak so clearly and distinctly that any one can understand them; but I am sure Mr. Williams is right in saying that a much lower degree of proficiency might constitute a pupil a successful articulator and speech-reader. Mr. Williams rightly claims that oral instruction is successful if the speech of pupils is intelligible to their friends in their own homes and among their own people, even though others have difficulty in understanding what they say. It is a very difficult thing for a teacher, and especially for an articulation teacher, to realize this. I have been myself a teacher of articulation, and I know how you feel. Your ears are sensitive to mispronunciations, as mine were. It is difficult for you to realize that voices which to you may be disagreeable in tone may be very sweet and pleasant to those at home. It is difficult for you to realize that imperfect speech may be better than none at all; and that speech so defective as to be unintelligible to strangers may be of the greatest value to the pupils, in their own homes and among their own people, as a means of communication. This fact has been specially impressed upon my attention by the report of the Mississippi Institution, which, in many respects, is a very remarkable document. That Institution has had a class of twelve pupils taught altogether by speech and speech-reading. While all of them have made great progress in speech-reading, some have gained but little power of speech. Mr. Dobyns, the principal, says:

“While I have been more than satisfied that the Institution was justifiable in the small outlay in this department of instruction, yet, for fear my zeal to keep pace with the times may have gotten the better of my judgment, I submitted the following questions to the parents of the pupils in this class, knowing they desired the very best thing for their children.”

I will not take up your time by reading the questions and replies, but will merely say that the answers demonstrate that speech which may be thought very little of by the sensitive ear of the teacher is considered a blessing at home. None of these parents desire their children to be removed from the oral department of the school, but, on the contrary, they all earnestly request that their children be continued in this department. Where there is any difficulty in deciding upon the value and success of the articulation taught to our pupils, with whom should the decision rest? Surely with those who are nearest and dearest to our pupils—with those who have their interest most at heart. Mr. Dobyns, I am sure, is right in referring the question to the parents and friends at home.

In this report Mr. Dobyns incidentally remarks that now, whenever a new pupil enters the Institution, the request comes from the parents: “Please see if you can’t teach my child to speak.” He has, therefore, asked from the Mississippi legislature an increase of appropriation to enable him to employ another articulation teacher; and I am sure we all hope he may get it.

There is another point in the report of the Mississippi Institution to which I would direct your attention. Mr. Dobyns has collected and

published statistics concerning the earnings of former pupils, and he goes to his State legislature with the proof that the graduates of his school, so far from being dependent upon the public for support, are actually wealth-producers, earning annually a larger amount than the State appropriates for the support of the school. He proves that it is not a matter of charity to educate the deaf, and demonstrates that the money appropriated for this purpose is in the nature of an investment, yielding profitable returns to the State.

I would urge all schools for the deaf to carry out this plan of Mr. Dobyms, and collect statistics concerning the earnings of former pupils. I would suggest that these statistics should be so tabulated as to distinguish the earnings of the pupils who could articulate and read speech from the mouth from those who could not. I have no doubt that pupils who speak have an advantage in life over those who do not, and that statistics will demonstrate that their average earnings exceed the average earnings of those who are unable to articulate. If this should turn out to be the case, what an argument it would be to present to legislatures in favor of appropriations for articulation teaching!

One of our main objects as an association is to help schools for the deaf in their efforts to teach speech and speech-reading, and I do not know how we could better accomplish that object than by collecting statistics of this character. I venture to predict we shall find that our former pupils who speak, even though they may be unable to read speech, earn more per annum than those who are forced to resort exclusively to manual means of communication, and those of them who can read speech, as well as speak, are still better off in life.

Mr. Davidson, of the Pennsylvania Institution, has suggested another valuable line of inquiry. From a comparison of numerous letters in his possession, he makes the assertion that orally-taught pupils improve in their knowledge and use of language after leaving school. I would suggest the importance of preserving uncorrected letters of your pupils during the whole period of their school-life, and of keeping up correspondence with them after they leave school. A comparison of letters, written by the same pupil at different periods of time, would be invaluable as a means of determining his progress; and the correspondence in adult life might also be utilized for the purpose of collecting statistics concerning the earnings and general success in life of our pupils.

The pleasure and benefit afforded by the Second Summer Meeting was in no respect inferior to that enjoyed the previous year, and the programme, though perhaps not so elaborate, was full of profit and helpful suggestions.

PROGRAMME OF SECOND SUMMER MEETING.

(CONDENSED.)

Dr. Alexander Graham Bell.

Opening Address.

Daily Lessons in Visible Speech.

Dr. Harrison Allen.

- Lecture 1. Errors in the Frame-Work of the Parts Used in Speech.
Errors in the Muscles of the Parts Used in Speech.
- 2. Errors in the Functions of Nerves which Supply Regions
Used in Speech.
Errors in the Study of Speech as a Whole.

Prof. A. Melville Bell.

- Readings.
- Lectures on Phonetics.
- Practice Work.

Mr. S. G. Davidson.

- Reading: Its Influence upon the Language and Speech of the Deaf.

Dr. E. M. Gallaudet.

- What Constitutes Success in Oral Teaching.

Mr. J. A. Gillespie.

- The Auricular Instruction of the Deaf.

Mr. David Greenberger.

- Lectures 1 and 2. How We Breathe.
- 3. How We Talk.
- 4 and 5. How We Teach Deaf Children to Talk.

Miss Harriet E. Hamilton.

- Speech-Reading at the Rochester School.

A. Hewson, M. D.

- Lecture 1. Physiology of the Ear.
- 2. Anatomy and Physiology of the Larynx, Pharynx, and
Mouth.
- 3. Development of Latent Hearing in the Deaf.

Mr. Edmund Lyon.

- The Lyon Phonetic Manual at the Rochester School.
- Lecture—Phonetics.

Miss Caroline A. Yale.

- How Can We Fit Ourselves to Teach Speech to the Deaf ?
Daily School of Practice.

On the closing day of the meeting Mr. John E. Ray, Principal of the Colorado Institution, extended to the Association a formal and urgent invitation to be present at the Conference of Principals to be held at Colorado Springs in August, 1892. He gave the assurance that all members of the Association who might find it possible to be present upon that occasion would be most heartily welcomed by the Institution, whose hospitality he had been officially authorized to extend.

The Report of the Second Summer Meeting, which will be uniform with that of the previous meeting, is now in press, and will contain matters of great value to all instructors of the deaf.

It is now (April, 1893) too early to speak otherwise than prospectively of the Third Summer Meeting. It may be stated, however, that arrangements have been made for holding this meeting in Chicago from July 14 to 28, 1893. The Association has been fortunate in securing accommodations in the buildings of the University of Chicago. The purpose of this meeting is to strengthen the bonds of affiliation among the teachers and friends of the deaf rather than to afford a season of hard work and study such as has hitherto characterized the meetings of the Association. Aside from a few evening lectures by distinguished educators, the general gatherings of the members will be for the most part of a purely social nature.

This seems to be a fitting time and place for rendering the grateful acknowledgments of the Association to the Volta Bureau for its manifest interest in and appreciation of the work of the Association. Aside from the valuable publications which from time to time have been distributed gratis to members, the Bureau also prepared on the occasion of our First Summer Meeting an exquisite memento entitled "Helen Keller.—Souvenir of the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf." It contains a fine likeness of Miss Keller, a brief outline of her early history, an account of her wonderful acquisition of speech, together with two of her letters in facsimile, the whole executed in the highest style of typographical art.

The "A. M. Bell Souvenir of the Second Summer Meeting," which was distributed in the fall of 1892, was the personal gift of Prof. A. Melville Bell to the teachers then members of the Association. It consists of a book folio containing Prof. Bell's "Faults of Speech," "Speech-Reading and Articulation Teaching," "Essays and Postscripts of Elocution," "Bell's Popular Shorthand," and "University Lectures on Phonetics." This collection of works forms a most valuable acquisition to the library of all teachers who were fortunate enough to have their names on the Association's roll of membership. This Souvenir was also distributed through the courtesy of the Volta Bureau, which added an excellent portrait of the donor,

accompanied by a brief biography of Prof. A. Melville Bell and a bibliography of his works, that includes a list of some forty publications. In the same case is also a Report of the Convention of Articulation Teachers held in 1884, and a pamphlet on "The Toy Object Method," by Miss Estella V. Sutton.

The Association has printed and distributed three publications, designated as Circulars of Information.

Circular No. 1, on "The Word Method," was prepared by Mr. David Greenberger, Principal of the Institution for the Improved Instruction of the Deaf. This is an able and interesting description of the Word Method of Teaching Speech.

Circular No. 2, prepared by Mr. Edmund Lyon, of Rochester, is an exposition of the Lyon Phonetic Manual, giving the rationale of the Manual, together with practical hints regarding its acquisition. This Manual has been adopted by the Rochester School and is found to be a most valuable aid in speech work.

Circular No. 3 has for its subject "The Life and Work of Zerah Whipple," written by Miss Daisy M. Way, of Kansas City, who was at one time a pupil in the Whipple School. To the preparation of this Circular Miss Way has most conscientiously devoted her best talents, and by it is perpetuated the memory of one of the most remarkable pioneer speech instructors of the deaf.

In writing the history of this Association, which has not yet completed the third year, scarcely more than its aims, and the methods adopted for their accomplishment, can be given. Though we have the grateful assurance that its influence is being widely felt and its work appreciated, yet it is too early to speak of results. The seed-time has not yet passed; but if the high purposes of the Association are devotedly adhered to, we may confidently expect the fruitage to be both fair and ample.

The Association was organized not exclusively by, or exclusively for, oralists, but welcomes to its membership all teachers of the deaf, all parents of deaf children, and all persons interested in or desirous of promoting in any way the work of teaching speech to the deaf. In short, the Association commends itself to all persons interested in philanthropic work, and all such are eligible to membership.

The friends of speech-teaching united as an organized body in order that unity of interest should give that co-operation

which would not only secure recognition of the good already accomplished, but stimulate every one engaged in teaching speech to the deaf to higher results.

OFFICERS OF THE ASSOCIATION.

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Washington, D. C.

Vice-Presidents.

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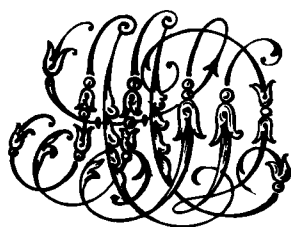
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CAROLINE A. YALE,	



THE WISCONSIN SYSTEM
OF
PUBLIC DAY SCHOOLS
FOR
DEAF MUTES.

A HISTORICAL SKETCH, ETC.

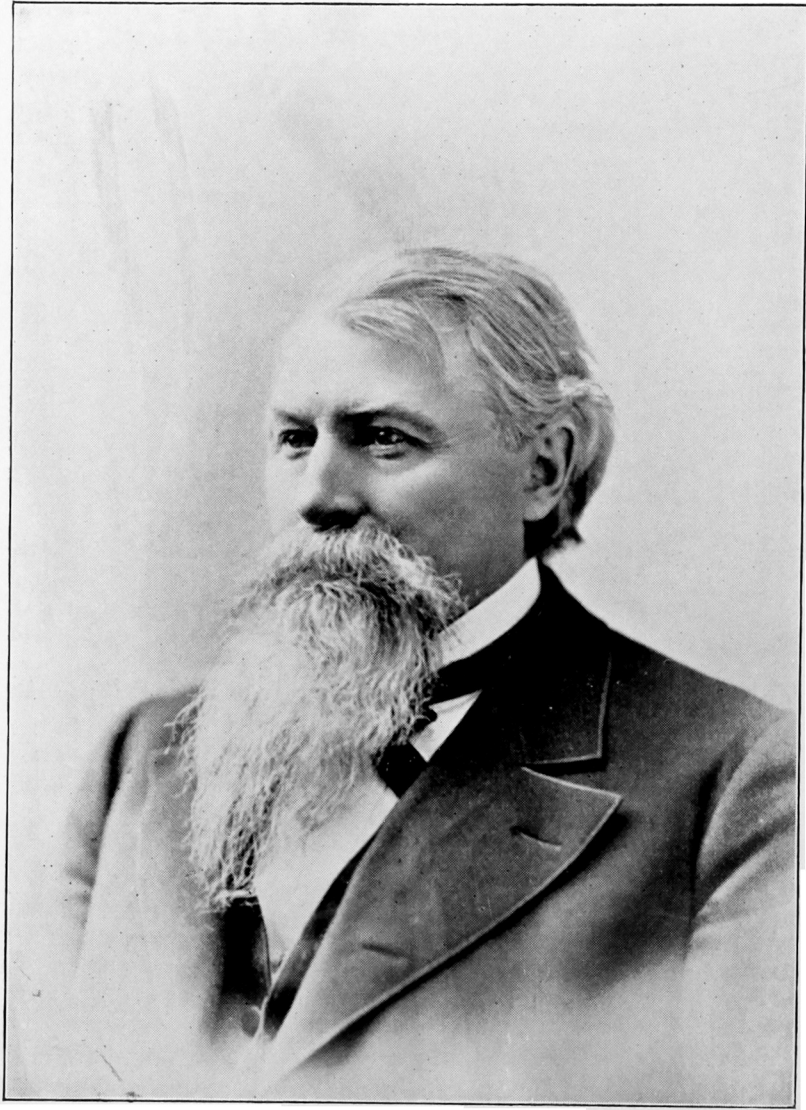
PUBLISHED BY THE
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1898.



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MILWAUKEE, WIS.





JEREMIAH M. RUSK.

As Governor of Wisconsin he favored Public Day Schools for deaf-mutes, and in 1885 signed the bill providing for their establishment, under which the Wisconsin system is being developed.

The Wisconsin System of Public Day Schools for Deaf Mutes.

Wisconsin laid the foundations of her educational system in accordance with the wisdom and conditions of the period. On these she has built her schools and educational institutions, which have developed with her growth, progress and enlightenment inspired by a spirit of humanity.

In providing for the education of her deaf-mute children she has shown moral elevation and refined sympathies.

STATE INSTITUTION FOR THE DEAF.

The nucleus for her system of educating deaf-mutes was a small private school at Delavan opened at an early day. From that school sprang the state institution for the deaf, which has taken high rank among institutions of its class. During a period of about twenty-five years no other school existed in Wisconsin for the education of deaf-mutes. Indeed, no other provision was suggested or deemed desirable. Deaf-mute children were unavoidably removed from their homes, separated from their families, transported to Delavan and there confined in the state institution during the period of their education. They were shut up with deaf-mutes, with little opportunity for associating with hearing and speaking people, and, being taught mostly by signs, were inadequately prepared to associate with hearing and speaking communities. They were, however, well cared for and as well taught by the sign method as possible, and generally became good and useful citizens.

The state institution for the deaf has ever been, and will doubtless long continue to be, a blessing to deaf-mutes and to the commonwealth, but its usefulness will increase and its right to exist be prolonged in proportion as it advances in the oral method of educating deaf-mutes, which must necessarily be slow, if the sign and orally taught deaf-mutes are allowed to freely mingle, as seems inevitable, in that institution.

With the growth of the state and the increase of the population, it became necessary from time to time to enlarge

the institution at Delavan to meet increasing demands upon it, until it had an annual attendance of nearly two hundred deaf-mute children, maintained and taught at a per capita cost originally of about \$200, which has been gradually reduced to about \$150 per annum, not counting the investment in the plant, which brings the per capita cost considerably higher.

In later years, improvements in the methods of instruction were introduced into the institution at Delavan, whereby semi-mutes and those believed to have special aptitude for it are taught orally, and industrial instruction and training have also been introduced.

DAWN OF A BETTER ERA.

The tide of immigration brought to Wisconsin, many intelligent Germans acquainted with the articulate method of teaching the deaf universal in Germany. Indeed, the oral method of teaching the deaf was beginning to attract general attention, and the fullness of time had arrived for Wisconsin to advance in this direction. A few Germans in Milwaukee started the movement, the honor of which belongs to the late Peter L. Dohmen and Mr. Carl Trieschmann. They formed the acquaintance of Prof. Adam Stettner, a teacher of articulation for deaf-mutes, and encouraged him to open such a school in Milwaukee, which he did January 14, 1878, with four pupils, which increased that year to seventeen pupils. This was a boarding and day school taught at first in the German language. A number of philanthropic citizens, mostly Germans, soon became interested in the school and its methods of instruction, and formed an association to assist indigent children to its benefits and promote the spread of the oral methods of educating deaf-mutes.

WISCONSIN PHONOLOGICAL INSTITUTE.

In June, 1878, a permanent organization was effected, which was incorporated under the title of the "Wisconsin Phonological Institute" January 20, 1879, with 120 members. For a time it conducted its proceedings and kept its records in the German language.

The first officers were president, Guido Pfister; vice-president, B. Leidersdorf; secretary, P. L. Dohmen; treasurer, L. Teweles; trustees, C. Trieschmann, J. F. Singer and B. Stern. Guido Pfister was succeeded in the presidency by Mr. Bernhard Stern, whose energy and intelligent devotion have greatly advanced the cause.

LADIES' AID SOCIETY.

Knowing that the mothers of the city would sympathize deeply with the unfortunate class of children fostered by the institute, the board of trustees, October, 1878, extended an invitation to the ladies of Milwaukee to lend their assistance, which they did by forming, November 15, 1878, a ladies' aid society, which soon had 191 members paying quarterly dues of \$1.00 each. The revenues from this source were put at interest, as a fund to purchase or erect suitable buildings for a school, but was subsequently devoted to training teachers of the deaf by the oral method.

The ladies' aid society also watched over the children, provided instruction in sewing, and gave them delightful picnic and Christmas entertainments. Without their assistance the institute would have accomplished much less than it has. Indeed, their aid has been most timely and valuable.

The active membership of the aid society is composed almost entirely of German mothers, who, continuing steadfastly their work, have brought much happiness to the deaf children in the school and encouragement to the teachers in their arduous labors.

For the progress which Wisconsin has made in the education of the deaf, by the oral method and establishing public day schools for that purpose, and for the advanced position which she now occupies in that respect, she owes a debt of gratitude to the German mothers of Milwaukee and to the ladies' aid society of the Wisconsin phonological institute.

PROF. ADAM STETTNER'S SCHOOL.

The school for the oral instruction of the deaf, opened and conducted by Prof. Stettner in Milwaukee, and in which he was assisted in teaching by his daughter, Mary, and in the boarding department by Mrs. Stettner, grew quite rapidly, until it numbered twenty-four pupils. This school was not controlled by the Wisconsin phonological institute, but was under its surveillance and patronage. The chief interest of the institute in the Stettner school, was to give indigent children its advantages and to promote speech among the deaf in Wisconsin and throughout the country, making use of the school to some extent to illustrate the pure oral method of teaching the deaf as it exists in Germany.

With these objects in view the institute established close relations with Stettner's school, and these relations continued until the close of the school year 1883. Prof. Stettner continued his school until 1884.

For some time previous to 1883, the institute had more and more felt the need of commanding the services of the best obtainable exponent of its objects, both in teaching the deaf speech and by speech, in training teachers of the deaf by the oral method, in presenting the claims of the method and in the preparation of necessary text-books. Upon success in finding such a person the future of their undertaking seemed to depend ; for without competent teachers little real progress could reasonably be expected.

At this juncture a member of the board, Prof. D. C. Luening, principal of a Milwaukee public school, happily directed attention to Prof. Paul Binner, a teacher of the German language in the Milwaukee public schools, whose general education, special acquirements, experience and aptitudes pointed him out as the man for the occasion. Accordingly an arrangement was made by which he should prepare for the work.

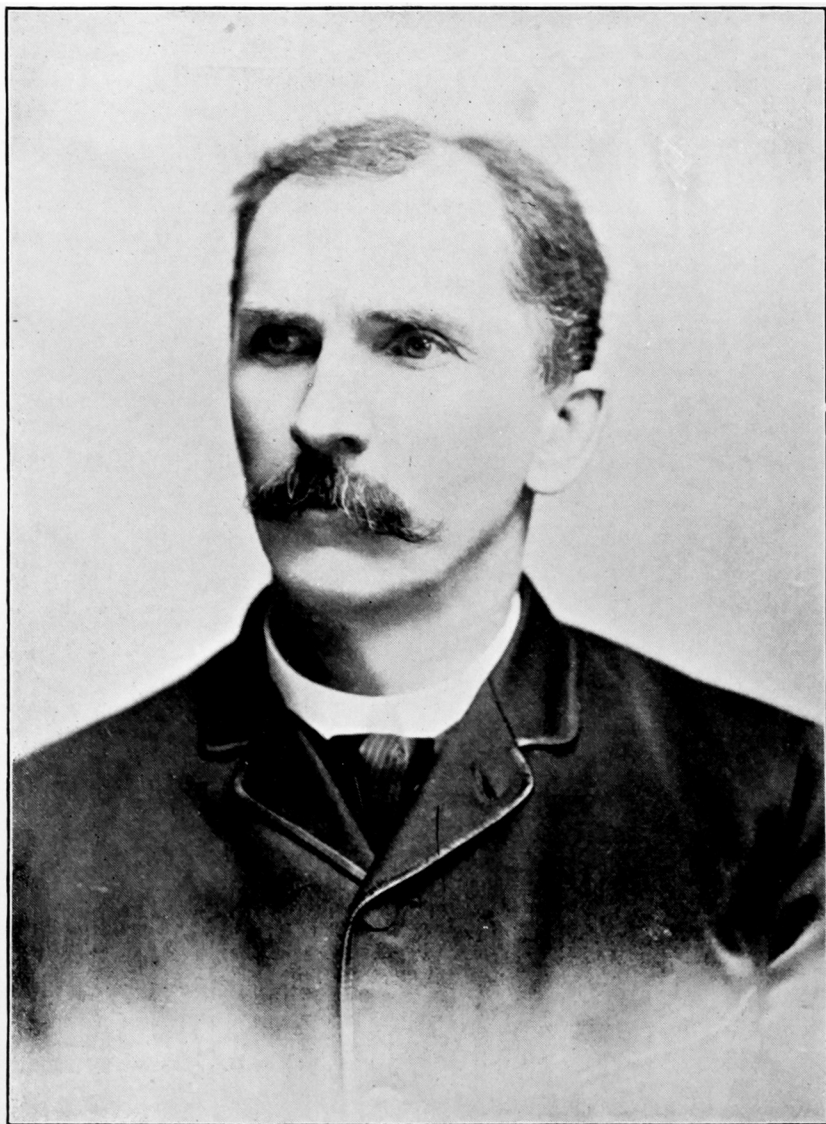
In August, 1883, the institute engaged the services of Paul Binner at a salary of \$1,000 per annum to devote his time to the cause of the oral instruction of the deaf. Mr. Binner visited the various articulation schools in other portions of the country at the expense of the institute, to observe their methods.

On his return, by arrangement with the Milwaukee school board, a day school for the deaf children was opened in one of the public school buildings by the Phonological institute, with Mr. Binner in charge of the school. The following is the prospectus of the school issued at the time :

"THE DUMB SHALL SPEAK."

**MILWAUKEE DAY SCHOOL FOR THE IMPROVED EDUCATION OF
DEAF-MUTE CHILDREN, BY THE PURE ORAL OR GERMAN
ARTICULATE METHOD.**

The board of directors of the Wisconsin phonological institute for deaf-mutes have the greatest pleasure in announcing that on Monday, October 15, 1883, they will open, in the city of Milwaukee, a day school for the improved education of deaf-mute children. In this school the instruction will be given by the pure oral or German articulate method, by which deaf-mutes learn to speak and to read from the lips. This method is the only one that can restore deaf-mutes to an equality with hearing and speaking people. The day school is best adapted to the oral method ; also to the general progress and welfare of deaf-mutes, because it gives them free association with hearing and speaking people, and protects them against the evils that un-



PAUL BINNER,

Principal Normal Department Wisconsin Phonological Institute for the Improved
Education and Treatment of Deaf-Mutes.

avoidably arise from the constant association of deaf-mutes with deaf-mutes, which is a serious objection to confining such children in deaf-mute asylums, institutions and boarding schools, as is now the general practice.

The object of our society is to spread the pure oral or German articulate method; to procure the establishment of day schools for deaf-mutes the same as for hearing children, as a part of the public school system of the country; to prepare teachers of articulation; and, as far as its limited means will allow, aid indigent deaf-mutes to obtain an education. In behalf of these philanthropic objects we confidently appeal to the intelligence, humanity and benevolence of the people of our state and country.

The Milwaukee day school for deaf-mutes will be in charge of Professor Paul Binner, who brings to the work intelligence and enthusiasm in the cause. He will at once visit the best Eastern schools of articulation for deaf-mutes, with a view to adopting in the Milwaukee school the best results of experience. We are reluctantly compelled, for want of funds, to limit the number of pupils to be received into our day school, and in order to carry it on, are obliged to charge tuition to cover a part of the expense of maintaining it. Tuition per term, payable in advance, will be \$15. The average cost to the society of the instruction will be about \$100 per pupil per annum. In cases of necessity the board will make such deductions from above rates as circumstances demand, and its means will allow. But it is hoped that no one will ask it unless it should be necessary to do so. It is also hoped that patrons of the school will, if able to do so, cheerfully pay as large a part of the actual cost of instruction as they can, so that we may do more for those who need our aid.

We shall be happy to be in communication with parents and guardians of deaf-mute children in Milwaukee and elsewhere, who wish their children instructed by the improved method; also with intelligent, cultivated and high-minded young gentlemen and ladies who feel that they would like to become teachers by this method.

Application for admission to the Milwaukee day school for deaf-mutes may be made in person or by letter to the undersigned.

AUG. F. MUELLER, Secretary,
278 East Water Street,
Milwaukee, Wis.

R. C. SPENCER, President,
Corner Broadway and Wisconsin Street,
Milwaukee, Wis.

PUBLIC DAY SCHOOLS.

March 31, 1885, the legislature passed a bill providing for the establishment in incorporated cities and villages of

public day schools for the instruction of deaf-mutes by teachers of approved qualifications, to be ascertained by the state superintendent, with state aid at \$100 per pupil for nine months' instruction and in that ratio for shorter terms.

Under this law the Milwaukee school board relieved the institute of its school, which became a public day school and as such still exists and grows.

Under this law, similar schools taught by the oral method have been established by the school boards of La Crosse and Wausau.

NORMAL DEPARTMENT.

Deeply impressed with the great necessity for qualified teachers of the oral method, the institute early turned its attention to the subject, but made little progress until it opened a day school of its own in 1883, when it earnestly entered on this branch of the work, making the day school a practice school for normal students.

In 1887 Prof. Binner, at the expense of the institute and by permission of the Milwaukee school board, visited the oral schools of Germany, Switzerland and England to inform himself of their methods and management.

By arrangement made with the Milwaukee school board the normal department of the institute was continued under Professor Binner, in connection with the public day school for deaf children, which was also used as a school of practice for normal students.

Tuition in the normal department has been free, and the institute has given financial aid to the needy normal students.

By these means has the Milwaukee public school for the deaf been supplied with trained teachers, and several teachers have also been supplied to other schools and institutions for the education of deaf-mutes both in and out of Wisconsin.

PROPAGANDA.

Throughout its history it has been the aim of the Wisconsin phonological institute to propagate the pure oral method of teaching deaf-mutes.

It therefore began its work by drawing the attention of the community to the claims and advantages of the method, enlisting the interest and securing the support of parents, educators, legislators, school boards, philanthropists, business men and the press. The success attending its efforts has far exceeded its anticipations.

PUBLICATIONS.

In addition to the several annual reports issued by the institute, it published in 1879 a pamphlet on "The Articulate Method of Teaching Deaf-Mutes," edited by Prof. D. C. Luen- ing. This was followed in 1887 by a small book entitled "The Dumb Speak," "A History of the Education of the Deaf and Dumb," prepared by Prof. Paul Binner and neatly printed free of charge by Cramer, Aikens & Cramer, publishers of the Evening Wisconsin.

In 1884 it issued a pamphlet giving briefly the astonishing results of Prof. Alexander Graham Bell's investigations regarding "the formation of a deaf variety of the human race" by means of the sign language, the segregation and seclusion of congenital deaf-mutes in institutions, and consequent intermarriages between them. As a remedy for this and other serious objections to the prevailing method of educating and caring for deaf-mutes, this pamphlet urged the adoption of the oral method and the establishment of day schools in incorporated cities and villages as a part of the public school system, with limited state aid, and contained the form of a law for that purpose, the enactment of which was secured. It contained also an article by Prof. Paul Binner on the "Home Training of Deaf-Mute Children."

LEGISLATION.

Convinced that the state institution for the deaf at Delavan was not in a condition to do the best for the oral method of educating deaf-mutes, and that it must be at a serious disadvantage in that regard, so long as signs were taught or allowed in that institution, the Wisconsin phonological institute early saw that about all that could be done in the state institution was to encourage more attention to the articulation teaching. Happily much progress has been made there in this regard and will doubtless continue, for the trend is strongly toward the pure oral method.

It early became apparent to the phonological institute, that further provision by the state was necessary if any great general improvement was to be made in the treatment and education of deaf-mutes. Accordingly the subject was brought to the notice of the governor and the legislature by exhibitions of the pupils of Prof. Stettner's school, which, by invitation of the phonological institute, was visited by Governor Smith and committee of the legislature, the Milwaukee school board and the chamber of commerce.

Governor Smith, in his annual message to the legislature, directed attention to the subject and urged its favorable consideration.

At that time it was in contemplation to ask the state to establish a separate institution, to be exclusively devoted to the oral instruction of deaf-mutes, but this idea was never formulated into a bill or brought before the legislature.

About this time a bill was introduced into the legislature by the late Senator George H. Paul, which provided state aid of fifteen dollars per month for each deaf-mute pupil taught in any public, private or parochial school in the state.

The Wisconsin phonological institute believed that this measure was not only unwise from an educational point of view, but otherwise open to grave objections, because it would give state support to private schools and institutions and to parochial schools, and in this latter respect violate the religious liberties of the people by compelling them to support, against their will, religious teachings and worship.

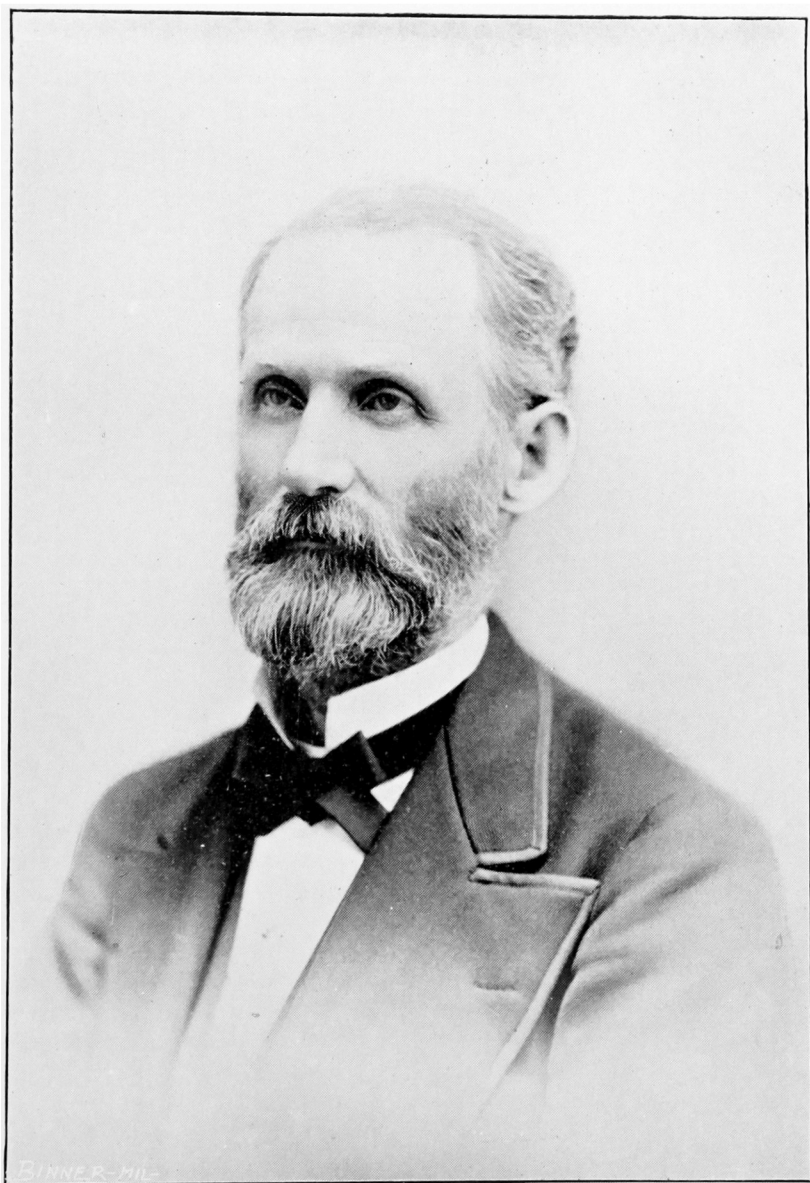
Acting in accordance with these views, the Wisconsin phonological institute remonstrated against the passage of the bill and it was defeated.

The institute had now enlisted the interest of the Milwaukee school board in favor of its objects, a committee of which, through its president, Hon. Joshua Stark, in 1880 made a strong report favoring the oral method and the duty of the board to provide instruction for deaf-mutes, and in favor of public day schools for this purpose, with state aid, and eloquently urged the inestimable value of the home and the family to deaf-mute children, the claims of which the state institution for the deaf cannot suitably respect and utilize.

In pursuance of this report, a committee of the school board was appointed to prepare a bill for presentation to the legislature, giving authority to the board to establish and maintain a school or schools for the instruction of deaf-mutes residing in the city, and pledging the state to the payment of a fixed sum annually per pupil, towards the support of such a school.

This action by the Milwaukee school board was suggested by a similar provision in Massachusetts, by which the Horace Mann school for the deaf in Boston is sustained.

The bill prepared by the Milwaukee school board was introduced into the legislature at its session in 1881, but failed because its merits were not explained and understood.



WILLIAM E. SMITH.

As Governor of Wisconsin he favored the methods and measures of the Phonological Institute for the improved education and treatment of deaf-mutes.

At the next session of the legislature, in 1882, the bill was again introduced and much pains taken to explain it to the committees to which it was referred and to members. At the suggestion of a member of the legislature it was amended so as to make it general and apply to all incorporated cities and villages. In this form it passed the assembly late in the session, but failed in the senate for want of time.

The following summer the national education association held its annual meeting in Madison. The division for deaf-mute teachers was addressed by

PROF. ALEXANDER GRAHAM BELL.

He strongly advocated the oral education for the deaf, and day schools for that purpose.

Governor Rusk listened with close attention and in his next annual message recommended measures favored by the phonological institute and advocated by Prof. Bell, for the improved education and treatment of deaf-mutes.

At that session of the legislature the bill was again introduced, so modified, however, as to make the establishment of public day schools subject to the approval of the state board of supervision and state superintendent of public instruction, with a view to bringing the state institution for the deaf and day schools for the deaf into systematic relations for the advancement of deaf-mute education.

Prof. Alexander Graham Bell became deeply interested in this measure, and, upon invitation of the committees on education of the senate and assembly, came from Washington to Madison, where he spent two weeks explaining it to the legislature and urging its passage. On leaving Madison, he placed in the hands of each member of the legislature the following open letter to the committees on education of the senate and assembly, setting forth his views regarding the merits of the bill:

AN OPEN LETTER CONCERNING THE BILL RELATING TO THE INSTRUCTION OF DEAF-MUTES IN INCORPORATED CITIES AND VILLAGES.

MADISON, WIS., Feb. 18th, 1885.

To the committees on education of the senate and assembly of the legislature of Wisconsin:

GENTLEMEN: His Excellency, Governor Rusk, in his recent message to the legislature, has called attention to the large number of deaf children in the state who are growing up in ignorance, and to the fact that the provision made for their education

is yet inadequate. In 1880, according to the recent census, there were in the state of Wisconsin 1,079 deaf-mutes, of whom 600 were from six to twenty years of age. The total number of deaf-mutes returned as then in school was only 199. The following facts show that the means adopted by the other states have also failed to bring under instruction a large number of the deaf-mutes of school age. (This age is assumed in the census returns to be from six to twenty years.) Out of a total of 33,878 deaf-mutes in the United States in 1880, 15,059 were of school age; and the total number of deaf-mutes returned as then in the institutions and schools of the United States was only 5,393. It is obvious that the best means of reaching and bringing under instruction the uneducated deaf children of the country is a subject demanding immediate and serious attention. The bill you are now discussing, relating to the instruction of deaf-mutes in incorporated cities and villages, touches this question.

It has given me great pleasure to respond to your cordial invitation to participate in your deliberations, and I think I would be wanting in my duty to the deaf, to whose interests I have given so many years of earnest thought, were I to leave Wisconsin without placing in your hands, in some permanent form, the views I have attempted to express to you orally.

The moment my attention was directed to the bill now under consideration, I recognized the fact that a new phase of legislation for the benefit of the deaf and dumb had been reached, of vast importance to the deaf and to society. The bill represents the first attempt that has been made in the United States to embody, in the form of a law, a principle of dealing with the deaf and dumb that has long been seen to be advisable from a theoretical point of view; and the example of Wisconsin will undoubtedly be speedily followed by other states. The principle involved may be tersely described as the policy of decentralization, the policy of keeping deaf-mutes separated from one another as much as possible during the period of education, and in contact as much as possible with hearing and speaking children of their own age. The difficulty hitherto has been how to accomplish this. The proposed bill promises a partial solution of the problem, and is an important step in advance.

When the subject of the education of the deaf first engaged the attention of the legislature, the state was thinly populated, and deaf-mutes were few in number. They were so scattered throughout the state that the only practicable method of reaching them appeared to be to collect them together into one school. This policy of centralization had also, up to that time, been uniformly adopted by the older states. In pursuance of this policy, it became necessary to remove the children from their homes in order to instruct them, and this forced the state to assume the cost of support as well as tuition. Dormitories and special

school buildings were erected, and in 1852 the Wisconsin institution for the education of the deaf was opened at Delavan. A few years ago the buildings were destroyed by fire, and in 1880 the institution was rebuilt, with increased accommodations. The institution is now comfortably well filled ; but the returns of the census show, that, even if crowded to its utmost capacity, it could not accommodate one-half of the deaf-mutes of school age in the state. It is now necessary to consider what additional facilities should be provided. Shall the Delavan institution be enlarged ? Shall a new institution be erected in another part of the state ? Or, shall schools of a different kind be established ? The promoters of the bill propose a new departure.

They believe that in many of the incorporated cities and villages of Wisconsin the deaf children could, with limited state aid, be educated in the localities where they reside. By the passage of the bill the state will offer facilities for the establishment of small day schools for deaf children wherever the parents desire to keep them at home during the period of instruction. This desire, I am sure, is very general; and it is to be feared that in many cases the struggle between parental affection and the good of the child results in the retention of the child at home instead of sending it to school. By sending the teachers to the children, instead of the children to the teachers, wherever possible, the state will accommodate its policy to the wishes of parents, and bring comfort and happiness to many an afflicted family. The state, also, will be benefited by having deaf children brought under educational influences who would not otherwise, without compulsion, be sent to an institution, or who would enter school so late in life as to receive but little benefit from the course of instruction.

It is now well known that those whom we term "deaf-mutes" have no other natural defect save that of deafness. They are simply persons who are deaf from childhood, and many of them are only hard of hearing. The lack of articulate speech which has led to their denomination as "mutes" results from lack of instruction, and not from any defect of the vocal organs. No one naturally acquires without instruction a language he has never heard. But, if children who are born deaf or hard of hearing do not naturally speak, how, then, do they think ? It is difficult for us to realize the possibility of a train of thought carried on without words ; but what words can a deaf child know who has never heard the sounds of speech ? What we think, we think in words, though we may not actually utter sounds. Let us eliminate from our consciousness the train of words, and what remains ? I do not venture to answer the question ; but it is this, and this alone, that belongs to the thoughts of a deaf child. Even written words, as found in books and periodicals, though appealing to a sense possessed

by the deaf child, mean no more to him without instruction than a Russian or Chinese book would mean to us. Who, then, can picture the profound depth of the ignorance of the uneducated deaf-mute? If you would try to realize the black darkness of his mind, consider what your mental condition would be were you to wipe out from your memory everything you have ever heard of and everything you have read. Naturally intelligent, the deaf child looks out upon the world and longs for knowledge. Common humanity demands that we use every means—even to compulsion—to bring under instruction the deaf children of Wisconsin. Upon other grounds also the education of deaf children is a matter of importance; for deaf-mutes, if allowed to grow up without instruction, have all the passions of men and women, without the restraining influences that spring from a cultivated understanding.

Under the enlightening influences of education they become good citizens, amenable to the laws of society, and able to exercise the franchise intelligently. As deafness is not necessarily a bar to intellectual culture, some are found capable of the very highest education. This has been recognized by Congress by the establishment of the national college for deaf-mutes, at Washington, which is open to the deaf-mutes of Wisconsin. To show the intellectual condition they can assume, I may state that a number in this country support themselves by literature. Some are editors, and contributors to the magazines and daily journals. Two deaf-mute brothers in Belleville, Ontario, are successful lawyers. There are very few positions in life which cannot be occupied by deaf persons. Nearly all the arts and industries are open to them, and many of the professions. Even when uneducated they are rarely a burden upon the community; for deafness is no bar to physical labor. Indeed, it is to be feared that deaf-mutes are sometimes deprived of education on account of the value of their labor at home. By education, deaf-mutes are raised from a condition of mental degradation that is absolutely inconceivable, and from a social position but little removed from slavery, to become intelligent and valuable members of society, and sources of wealth to the state.

Success in the education of the deaf and dumb depends on the possibility of teaching them a language whereby ideas may be imparted and the mind cultivated. But it is in very early childhood that language is most easily acquired. By adopting a policy of centralization the state has rendered it impossible to bring deaf children under instruction until after the most impressionable period of life has been passed. Wisconsin, in her constitution, defines the school age of her children as from four to twenty years; but deaf children, to whom education is so vitally important, cannot enter your institution until they reach the age of ten. Why should deaf children be debarred from the benefits guaranteed to all by the constitution itself?

The nearer the school can be brought to the home the earlier can instruction be profitably commenced. Little day schools scattered throughout the state will meet a want that is sorely felt. The necessary smallness of the schools will be an element in promoting their efficiency. Under equal circumstances of instruction the pupils of small schools make greater progress than those of large ones, because the teacher can give more individual attention to the children.

Another advantage of the small day school is the influence on the home surroundings exerted by the teacher. There is no one so capable of instructing a little child as its own mother ; but parents, as a rule, are utterly ignorant of all matters connected with the education of the deaf. The proximity of the home and school must lead to frequent personal contact between the parents and teacher. Information will be sought and given, and in many cases the parents and family will be brought to co-operate intelligently in the work of instruction.

The bill contemplates making the day schools for the deaf a part of the general public school system of the state, and school-rooms will be provided by the incorporated cities and villages in which such schools are opened. As a very small school-room will accommodate as many deaf children as one teacher can profitably instruct, economical and other considerations will usually lead to the selection of a room in some building already occupied as a public school, and thus the deaf children will be brought into close proximity to large numbers of hearing children in the same building. This proximity will favor the growth of friendships between the deaf and the hearing pupils, which will be invaluable in adult life, leading to business and social relations of the greatest importance. Constant association with hearing and speaking children will accustom the deaf child to the society in which he is to live in the future. His hearing school-fellows and playmates will be the men and women by whom he will be surrounded in adult life. How important, then, that deaf-mutes should have the opportunity of cultivating the acquaintance of hearing persons of their own age. The friendships formed in childhood often last through life. Living constantly in the midst of the industries and activities of the communities in which they have interested personal friends to encourage and aid them, the ways are open to them to acquire any trade, business, or profession for which they have aptness or inclination. The broad fields and avenues of life invite them as they do the hearing ; whereas, in institutions they are limited to a few mechanical trades merely, not so easily turned to account for want of that personal acquaintance so helpful in obtaining desirable employment. Furthermore, industrial education is being brought into the educational systems of the large towns, afford-

ing advantages of a broader and more thorough kind than institutions offer.

Every means that will bring the deaf child into closer association and affiliation with hearing children of his own age will promote his happiness and success in adult life. Association in the games and plays of hearing children will be an important element in bringing this about. Partial co-education with the hearing children of the public schools will also be of use. Partial co-education is not only perfectly feasible, but will be of advantage to the deaf child, and a means of economizing the time of the special teacher. Deaf children require a great deal of individual instruction, especially in the early steps of education. Some of the brightest children can be withdrawn from the special school-room for short periods of time, with advantage to the duller pupils, who could then receive the individual attention of the specially skilled teacher. There are subjects taught in the public schools in which information is gained through the eye, and in such branches deaf children could profitably enter the same classes with the hearing; for instance, they could join the classes for practice in writing, drawing, and arithmetic from the blackboards and on the slate, map drawing, sewing, etc. For other subjects, special methods of instruction would be necessary, especially in the earlier stages, and this necessitates the employment of a special teacher and school-room.

I have no doubt that some of the brighter pupils might ultimately be able to dispense with the special teacher altogether, as cases are known in the United States where deaf children have successfully taken the full course in the public school, and graduated with honor to themselves and their teachers. It must be remembered, however, that these are exceptional cases; and, while they show the possibility of complete co-education in some cases, the experience of the past has demonstrated the impossibility of this in the great majority of cases.

The power of speech and reading speech from the mouth would evidently be of the greatest assistance in establishing communication between deaf and hearing children. Constant association with hearing and speaking children will act as a stimulus to the acquisition of speech, which stimulus is wanting in an institution where all the playmates and associates are deaf, and where some of the teachers themselves cannot hear. It is well known to all instructors of the deaf, that, in other countries than our own, deaf-mutes are taught to speak, and that international conventions of teachers of the deaf have decided that speech and speech reading should be taught to all deaf-mutes, as a regular branch of their education. That this is not more done in America is due to many causes, among the most important being the extraordinary ignorance of the American people concerning the mechanism of speech, and the consequent difficulty in ob-

taining competent articulation teachers. I doubt whether one person in ten thousand could give an intelligible account of the movements of his mouth in uttering the simplest sentence. Indeed, so gross is the popular ignorance of the whole subject that, when a deaf-mute is taught to speak, people look upon it as a sort of miracle, and few persons seem to be aware that what is here regarded as a miracle is in other countries an everyday fact. All the deaf-mutes of Germany are taught to speak. In fact, so general is instruction of this kind that in 1882 more than sixty-five per cent. of the deaf-mutes under instruction in the world, outside the shores of America, were taught to speak and understand the speech of others in purely oral schools. Inside our shores less than nine per cent. were to be found in oral schools. In most of our institutions, however, though they may not be classed as oral schools, speech is taught to a selected few of the pupils. The latest statistics on this subject show that in May, 1883, fourteen per cent. of the deaf-mutes of America were using speech in the school-room as the means of communication with their teacher, eighteen per cent. were taught to speak as an accomplishment, and sixty-eight per cent. received no instruction whatever in articulation. In view of the lamentable neglect of articulation teaching in this country, it is encouraging to know that of the deaf-mutes in the institutions and day schools of the New England states, more than fifty-four per cent. are taught to speak.

In the light of the great success of articulation teaching in Germany, the following fact is significant: I am informed that in that country instruction in the mechanism of speech and the anatomy of the vocal organs forms a part of the regular curriculum of the normal schools. Courses of lectures are also given on the methods of teaching defective children. It then becomes easy to select from the normal schools suitable persons for teachers of the deaf and dumb. Such persons require a thorough knowledge of the theory and art of teaching and of the mechanism of speech. Then, with a limited amount of practical experience in a school for the deaf under the superintendence of an experienced principal, they are qualified for their work.

Such a plan is perfectly feasible in Wisconsin, and is viewed with favor, I understand, by the state superintendent. A general knowledge of the mechanism of speech will be of value to the teachers of your public schools on account of the large number of children of foreign-born parents in your schools. If you would preserve the purity of the English tongue in Wisconsin, you must teach speech to the pupils of the public schools, and this involves a knowledge of the mechanism of speech on the part of the teachers. Should the subject of the mechanism of speech receive attention in your normal schools, there will be no difficulty in selecting from the students persons who show

special natural abilities for articulation work, to become the teachers in the small day schools for deaf children to be established under the provisions of the bill. Let the bill be passed, and a demand will arise for the schools. This will create a demand for teachers, and the demand will lead to a supply.

The promoters of this bill have wisely abstained from restricting in any way the methods of instruction to be used in the schools. The measure expresses a willingness on the part of the state to accommodate its policy to the wishes of the parents of deaf children to retain them at home; and, in pursuance of this spirit of accommodation, the bill leaves the parents and local authorities some liberty of choice regarding methods of instruction. When the most experienced teachers are divided as to the value of the different methods of instruction, who is competent to decide? The state may rest assured, that, when the interests of their afflicted children are at stake, the parents will be apt to make a careful choice. The state is secured against rash experiments of a doubtful nature by the general control to be exercised over all the schools by the state superintendent and the state board of supervision, who also control the operations of the Delavan institution. By this provision also the harmonious relations of the small day schools to the central institution are guaranteed.

It is to me a matter of regret that the amount of the state aid should have been limited to \$100 per annum for each child instructed; for it is obvious that the higher the limit fixed by the state the more will it be possible to extend the benefits of the measure into the smaller centres of population. To my mind, the limit should ultimately be fixed at that amount, whatever it may be, which represents the average per capita cost at the state institution. I believe, however, that the amount of \$100 per annum is sufficient to test the operations of the plan. Experience will show how far the measure fulfills the expectations of its promoters, and if successful the state can then consider what further increase of state aid may be advisable or necessary.

Each centre of instruction, established under the provisions of the bill, will radiate an influence into the surrounding country districts, and tend to attract into the schools deaf-mutes from these districts. In this way many deaf-mutes in rural districts may be reached whose parents would object to send their children far away from home to the state institution. It may also be possible, under the provisions of the bill, to establish a school in an incorporated village where there may not be a sufficient number of deaf children to support a teacher, by collecting into that centre a sufficient number of children from the surrounding country. The nearer the school approaches to the home of a child the less likelihood is there that he will escape

instruction. Little by little, as the measure is put into operation, new centres of instruction will arise, each radiating its influence into the neighboring places, so that ultimately the benefits of the bill will reach into every nook and corner of the state.

The multiplication of small schools upon diverse plans renders it possible for the first time in the history of the country to settle by a natural process the disputed points concerning the education of the deaf. A single state school with an established method of instruction, like an established religion, tends to intolerance. A number of small schools depending for life upon the results produced is favorable to progress. It should be the duty of the state superintendent and state board of supervision to keep careful note of the processes employed in the various schools; and it should also be their duty to collect statistics that would demonstrate the influence of the methods of instruction upon the after lives of the pupils. Then we may expect progress, and the state of Wisconsin will point the way for the other states to follow.

In the above argument I have attempted to show:

1. That the operation of the bill is calculated to bring under instruction a larger number of the uneducated deaf children of the state than would be possible on the institution plan.
2. That their instruction may be commenced at an earlier age than has heretofore been practicable.
3. That by her constitution Wisconsin is pledged to offer the benefits of education to all her children between the ages of four and twenty years, and that in the case of the deaf she cannot fulfill this obligation, excepting upon some such plan as that provided for in the bill.
4. That the conditions created by the bill are eminently favorable to the cultivation of speech and speech reading, and
5. That the conditions are also favorable to the growth of improvements in the methods of instruction.

In conclusion allow me to express my earnest and heartfelt desire that you may see fit to recommend to the legislature the passage of this bill, which, in my opinion, is destined to confer untold blessings on the deaf and upon society.

I am, gentlemen, yours very respectfully,

ALEXANDER GRAHAM BELL.

Although the legislature hesitated regarding so radical an innovation, the bill became a law March 31, 1885. Thus originated what is now pointed to and known as "the Wisconsin system," considered a model for other states in providing for the education of deaf-mutes.

MISS DAISY WAY AND HER MOTHER.

These two ladies greatly assisted the phonological institute in advancing its objects and most opportunely in securing the passage of the law that has placed Wisconsin in advance of other states in the education of deaf-mutes.

Sickness deprived Miss Way of hearing at the age of five years and with it she lost her speech. She was an only and very bright and beautiful child. Her mother went with her to Mystic, Connecticut, where she was placed in the Whipple school of articulation for the deaf.

At the end of one year she returned to her home in Creston, Iowa, under a private teacher of articulation a year, after which she was taught by her mother. She entered the public school in classes with hearing children, successfully completed the course and graduated with honor from the high school, reading in public an original essay.

Her father having lost his property and health, it was necessary for her to fit herself for self-support. With this object in view she came to Milwaukee to take a course in a business college, which she accomplished with marked success, and soon thereafter accepted a responsible position in a large financial institution in Kansas City, which she still occupies.

Miss Way and her mother spent the winter of 1884-5 in Milwaukee at a time when such intelligent, accomplished and enthusiastic representatives of the oral method were most needed.

They immediately became a center of attraction and around them gathered not only the large circle comprised in the phonological institute and ladies' auxiliary society, but many others.

Miss Way's winning manner and interesting conversation drew about her the most cultivated people, and she became a social favorite. Both she and her mother were so deeply interested in favor of the oral method of educating the deaf, that they were more than anxious to lend their aid for its advancement. While in Milwaukee her frequent visits to the day school for the oral instruction of the deaf were a source of encouragement and inspiration. They thoroughly believed in small day schools for the oral instruction of the deaf, and in this behalf they went to Madison to urge the passage of the bill providing for day schools for the deaf in incorporated cities and villages as a part of the



MISS DAISY M. WAY.

public school system. In her own person, Miss Way was an excellent example of the benefit that might be expected from such a measure, both to pupils and teachers.

The presence of Miss Way and her mother in Madison was announced, and members of the legislature, friends of education and citizens called upon them. Miss Way's fluent speech, intelligence and grace surprised and captivated legislators and others, and so many hearts were touched and minds opened that it became comparatively easy to get the merits of the bill for the day schools for the deaf considered. Miss Way and her mother had helped to prepare the way for Prof. Alexander Graham Bell and his powerful advocacy of the measure, the adoption of which has already done much for the benefit of the deaf-mutes of Wisconsin and is destined to confer untold blessings upon such children in other states as well, for whose education and prospects in life it marks a new and better era in the progress of deaf-mute education.

STATISTICS OF DAY SCHOOLS.

There are now in operation in Wisconsin three public day schools for the deaf, all by the oral method, located as follows :

One in Milwaukee, with forty-two pupils, a principal and five class teachers assisted by five normal students. One in Wausau, with five pupils and one teacher. One in La Crosse, with eight pupils and one teacher. Total number of pupils fifty-five. A school will be opened in Manitowoc soon.

Steps are being taken to establish an oral public day school in Manitowoc. In view of the special qualifications required and the exhausting character of the work, the Milwaukee school board pays teachers in the oral school for the deaf \$100 per annum more than it pays class teachers of hearing children.

The same course of studies is pursued in the school for the deaf as in hearing schools.

By the rules of the board ten pupils constitute the minimum for a class, but experience has shown that the number is too large, and that classes of five are large enough when taught by the oral method and that smaller classes are preferable.

NORMAL DEPARTMENT.

The normal department of the Wisconsin phonological institute has trained twenty-two teachers by the oral method.

They have come from various parts of the country, as follows: Milwaukee 9, Chicago 1, Iowa 1, Boston, Mass., 1, Portland, Me., 1, New York state 2, New York city 1, West Virginia 1, Wausau, Wis., 2, Washington county, Wis., 1, La Crosse, Wis., 1, Canada 1. Eight had taught in hearing schools before entering this work, and one had taught six years in a day school for the oral instruction of the deaf.

GRADUATES.

Graduates from the day school for the deaf in Milwaukee, have experienced little difficulty in finding opportunities to learn such trades as they prefer. One has entered the public high school in classes with hearing pupils, and one is pursuing a course in a business college with the intention of taking charge of her father's books and counting-room in a large manufacturing business. They are excellent lip readers and speak quite well, although one has a partial facial paralysis and the other suffers from catarrhal troubles that affect her speech. They are both semi-mutes.

PREPARATION OF TEXT-BOOKS.

The need of text-books and manuals for students and teachers of articulation has received the attention of the phonological institute. To supply that want they engaged the services of Prof. Paul Binner, who began several years ago the preparation of works on the "Anatomy of the Organs of Speech," "Physiology of the Elements of Speech" and "Special Pedagogy for Teachers of the Deaf."

These works, in manuscript, comprising the lectures of Prof. Binner to the normal students, have been in use in the normal department of the institute some time experimentally and proved to be well adapted to the purpose for which they were intended.

The publication of these books was delayed until a convenient time for the institute to defray the expense, as publishers could not be obtained on account of the probable small demand.

The manuscripts were, during the past summer, put in the hands of leading oralists for examination.

During the progress of the examination they found that Dr. Thomas Arnold, of the oral school for the deaf, North Hampton, England, had recently published a book covering much the same ground in such a manner as they then thought rendered the publication of Prof. Binner's books unnecessary.

From the preface of Dr. Arnold's book it appears that it was suggested in 1886, while Prof. Binner began his work much earlier.

It thus appears that Prof. Paul Binner in America and Dr. Thomas Arnold in England, were each working independently along the same lines without the knowledge of the other.

From a more thorough comparison of Dr. Arnold's book with Prof. Binner's manuscript it appears that the former does not adequately supply the place of the latter, which will probably be published before long. This again adds to the honor of Wisconsin in the line of progress in the education of deaf-mutes.

PLEDGES FULFILLED.

When the Wisconsin phonological institute engaged the attention of the Milwaukee school board and the state legislature in behalf of its objects it voluntarily pledged itself to use its best endeavors to supply trained teachers by the oral method, and to be watchful of the day schools. This obligation has not been neglected.

In prosecuting the work which it has assumed it has spared no effort, been deterred by no obstacle, faltered at no discouragement, but has given freely of its time, ability and means for the good of the cause and the advancement of the state in this direction.

Its money expenditures aggregate about \$15,000, consisting mostly of contributions from citizens of Milwaukee.

A DUTY OF THE STATE.

It will not be denied that the duty of the state to provide for the training of teachers for the oral instruction of deaf-mutes is no less binding and imperative than is its duty to provide for training teachers of hearing children.

For the latter it has to some extent provided, but not adequately. For the former it has made no special provision. To meet this obligation, however, will be easy and inexpensive for the state in connection with the state normal school at Milwaukee and by joint arrangement with the Milwaukee school board, securing the services of the teachers in the public day school for the deaf and the use of that school for practice work.

INCREASED APPROPRIATION.

The development of the public day-school system of educating deaf-mutes by the oral method demands that state

aid to such schools shall be increased to \$150 per pupil for nine months' instruction, which equals the cost of instruction and support at the Delavan institution. When this is done, not only can such schools be opened in many more places, but increased compensation will command the services of the very best teachers, reduce the size of classes, insure the highest efficiency and most perfect results of speech teaching and general education. A bill to this effect is now pending in the legislature.

CATHOLIC SCHOOL FOR DEAF-MUTES.

This sketch of progress in Wisconsin in the education of deaf-mutes would be incomplete did it omit to mention the school established and maintained for that purpose by the Catholic church at St. Francis, a beautiful southern suburb of Milwaukee.

Among a most interesting cluster of Catholic educational reformatory and ecclesiastical schools and institutions at St. Francis is one for the deaf-mutes, under the charge of Rev. M. M. Gerend assisted by Catholic sisters.

At one time this school was taught by the oral method, but was changed to a sign school for lack of time to develop speech.

A feature of special interest in this school is the attention given to carving, drawing and cabinet work, in which the pupils excel. Specimens of their work in altar pieces, shown at the Milwaukee exposition, were marked by a high order of skill. For such work the services of its pupils are in demand and command good wages.

It is needless to add that the school was established and is maintained in pursuance of the policy of the Roman Catholic church, based on the opinion that the best way to make good men and citizens and save their souls is to combine religious with secular education in the same school.

It is, however, deplored that in view of the noble services rendered to the cause of oral instruction of deaf-mutes by the Roman Catholic church and its representatives, that in Wisconsin it should neglect the spiritual advantages of speech in the education of its deaf-mute children. It is, to say the least, extremely doubtful if so grave a consideration as this should be made secondary to skill in handicraft, however valuable that may be, and doubtless is, to the pupil and the community.

LAW OF WISCONSIN.

The following is the law of Wisconsin providing for the establishment and support of public day schools for deaf-mutes with limited state aid :

AN ACT in relation to the instruction of deaf mutes in incorporated cities and villages.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows :

SECTION 1. Upon application by the mayor and common council of any incorporated city, or by the president and board of trustees of any incorporated village in the state, to the state superintendent of public instruction, he shall by and with the consent of the state board of supervision, grant permission to such city or village to establish and maintain, within its corporate limits, one or more schools for the instruction of deaf mutes residents of the State of Wisconsin.

SECTION 2. The mayor of any incorporated city, and the president of any incorporated village, which shall maintain one or more schools for the instruction of deaf mutes shall report to the state superintendent of public instruction and to the state board of supervision, annually, and as often as said state superintendent or board may direct, such facts concerning such school or schools as said state superintendent or board may require.

SECTION 3. There shall be paid out of the state treasury in the month of July in each year to the treasurer of every incorporated city or village maintaining a school or schools for the instruction of deaf mutes, under the charge of one or more teachers of approved qualifications to be ascertained by the state superintendent of public instruction, the sum of one hundred and twenty-five dollars for each deaf mute pupil instructed in any such school at least nine months during the year next preceding the first day of July, and a share of such sum proportionate to the term of instruction of any such pupil as shall be so instructed less than nine months during such year.

SECTION 4. The sums to be paid as provided in next preceding section shall be audited by the secretary of state upon the certificate of the president and secretary of the school board and the superintendent of schools of such city maintaining such school, setting forth the number of pupils instructed in such school or schools, and the period of time each such pupil shall have been so instructed in such school or schools next preceding the first day of July; and, in case any such school shall be maintained in an incorporated village, then upon the certificate of the county superintendent of schools of the proper county, accompanied by the affidavit of the teacher or principal of such school, setting forth the same facts last aforesaid; all of which said certificates and affidavits shall be first approved in writing by the said superintendent of public instruction, and the president of the state board of supervision, which certificates and affidavits so approved shall be filed with the secretary of state, who shall thereupon issue his warrant upon the state treasurer in favor of the treasurer of such city or village, as the case may be, for the sum which shall appear to be due pursuant to the provisions of this act.

SECTION 5. A biennial appropriation is hereby made to pay the sum which shall each year become due and payable, under this act.

SECTION 6. This act shall take effect and be in force from and after its passage and publication.

Home Training of Deaf-Mute Children.

BY PAUL BINNER.

The discovery that a child lacks the sense of hearing is a terrible shock to the hearts of loving parents. The discovery and realization of this calamity may have been gradual; it may have come suddenly. I will point out the unmistakable signs of deafness, for in the early recognition lies the possibility of imparting to the little one the benefit of early training, thereby fitting the child from the beginning for the future training and education in the school for the deaf, which is to prepare it for the duties of life, and in a measure compensate it for the want of the sense of hearing.

Deaf-mutes are divided into two classes: Congenital mutes and semi-mutes. Congenital mutes are those born deaf, and we class with them those who have lost their hearing by disease or other accident before they learned to speak. By the term semi-mute, we designate those who have lost their hearing after they had acquired the use of speech. We shall speak of the congenital mute first.

In families where deafness has occurred in which it is hereditary, a recurrence of the calamity is apprehended and a discovery of the existence of deafness not apt to be delayed.

No opinion can be formed regarding the hearing powers of a child until it is from four to six months old, for previous to this time the hearing child has not become conscious of the sense of hearing; the ear receives sound passively, unconsciously; the brain is as yet not able to recognize and interpret sound. But after this age the child becomes cognizant of hearing, and its general development enables it to show the impressions which the various kinds of sound have made upon it. It will turn in the direction from whence the sound proceeds, and by its facial changes show the impression called forth by the voice or sound. There are exceptional cases where a hearing child does not show the power of recognition of sound until it has become a year old, therefore no conclusive proof regarding the hearing of a child can be established until it has reached the latter age.

Deafness may be caused by various diseases—measles, scarlet fever, spinal meningitis, small-pox, etc. When deafness is caused by measles or scarlet fever it is generally the result of carelessness or ignorance. Parents cannot be too careful in exercising the utmost caution during the entire continuance of these diseases, and especially during convalescence. It is the very last

stages of this disease, when the patient is often looked upon as entirely recovered, that the worst results follow. A cold, so easily taken at this period, causes a relapse from which the child recovers with the sense of hearing destroyed. A knowledge of the treacherous character of these diseases on the part of parents, a strict obedience to the orders of the physician, might have averted the calamity. My personal observation and enquiries in regard to the causes of deafness in Milwaukee have convinced me that the epidemic appearance of scarlet fever, during the winter of 1875 to 1876, is the cause of deafness in the majority of cases ranging at this present date (1884) from eight to fourteen years of age.

In children who have lost their hearing after having learned to speak a little, or simply learned to prattle, the defect will be easily recognized, but when the child is born so, or during early infancy from some cause or other becomes deaf, then the discovery of the want of this sense is often difficult. The reason for it is this: In the deaf-mute the sense of feeling not only exists, but it develops more fully, becomes more acute, than in the hearing child. Consequently, all noise that produces great vibration, the fall of any article on the floor, walking in the room, or even out side of the room in a hall, the rumbling of a wagon or railroad train, words, although spoken behind the child and at some distance, a call, communicate with the sense of feeling, causing the child to turn around, producing the illusive appearance that the noise or call has been heard. Often, after it has been discovered that something is the matter with the child, the fact that it does not seem to hear a stamping, the falling of any object upon the floor, a loud song or call from behind, induces the belief that the child is only hard of hearing, and as the sense of *feeling* develops from day to day and it apparently takes more notice of sounds and noises, the opinion is formed that the *hearing* is gradually improving, and that in due time it will outgrow the defect. It often takes years before this illusion is dispelled and before the parents realize the calamity which has befallen their child. The aid of a physician is now sought, but in most cases he has come too late. At an earlier day he might, in some cases, have averted the evil. But the tardy recognition of the child's deafness has also caused a waste of precious time and opportunities for proper home training, the value of which cannot be too highly estimated.

From the foregoing remarks it becomes evident that great care must be taken in making tests regarding the hearing of a child suspected of being deaf. Reliable tests can only be made when the child's attention is drawn to persons or objects in front of it, while the person making the test must be stationed behind it without its knowledge, and at some distance, at least six feet. The shrill sound of a whistle, a call bell, such as is commonly used in schools on the teacher's desk or found upon the dining-room table, are excellent means of establishing beyond a doubt the ability or inability to hear.

In order to understand the term deafness fully, let me remark here that absolute destruction of the hearing powers is found in about one-half of the num-

ber of deaf-mutes. But deafness is not only the entire absence of the sense of hearing, but any deficiency in this sense which disables the child from hearing the ordinary sound of the voice as used in speech. The degrees of hearing in such cases are manifold; they are almost as varied as the degree of loudness and the character of sounds vary. We cannot enter here into a detailed analysis. For our purposes it suffices to understand that in a great many cases the ability to hear the sounds of some, or of all, the vowels exists to a lesser or greater degree. But this is not sufficient for the child to hear *speech*; it only hears some of the sounds that are produced in speech, and even these are heard indistinctly, consequently it cannot learn to speak. In order to make even a little hearing useful it is necessary to find out the exact quantity and quality, so to speak, of the hearing that is left. The child should be approached from the rear and a vowel sound, for instance the clear "a," as heard in the word father, pronounced with different degrees of loudness. Then other vowels may be spoken in the same way, and it should be carefully noted what vowels and what degrees of loudness, penetrate to the ear. Only repeated trials, at various times, will give a correct idea of the quantity and quality of hearing which is left. With very young children great care must be exercised in such tests. The voice must not be too loud at once, otherwise injury to the organs of hearing may result, and the speaker should not stand too near the child, else the motion of the air, caused by the voice, will be felt by the child, and such recognition of the sound construed by the parents as evidence of hearing.

The inability to learn to speak is often supposed to lie in an entire absence or in a deformity of the organs of speech. But these cases are so rare that we need not consider them here. The reason why the child does not learn to speak is the entire or partial want of the sense of hearing. If there should be any good grounds for the belief that the vocal organs are defective, "tongue-tied," as it is commonly termed, the advice of a reliable physician should be sought. By doing this without delay parents will benefit themselves and their child, for the physician can either remedy the defect or establish for a certainty the cause of the abnormal condition, which in most cases, will be found in the organs of hearing. Is the child deaf, the sooner the parents know it the better, as we shall see in the subsequent pages.

The days are past when a deaf person was looked upon as wholly unfit for mental development, in fact, as no better than an idiot. It required centuries to dispel this opinion, the outgrowth of ignorance. To-day we have schools for the deaf, and the country that does not provide some means of education for such children, must be sought among the uncivilized. Education in this branch is progressive, the same as education in general. In our country, where within the last twenty years wholesome advances in educational matters have taken place, the work among deaf-mutes has received a new impetus by the introduction of the *oral* or articulate method. This teaches the child to *speak* and to *read spoken words* from the lips of other persons. This method is used in most

of the European schools. France alone has not fully cast aside the old method of teaching the sign or gesture language, and to spell the words by means of the finger alphabet. We will call this the French school. The oral method came from Germany to England, and from thence it has been introduced into our country. Owing to various obstacles its progress has been slow, but it has taken root and will grow. We are a practical people, and, although men will sometimes cling with wonderful tenacity to old institutions and prejudices, the practical character of our nation will, in due time, aid in the survival of the fittest. In Europe this method has displaced the antiquated French school, and the time is surely coming when the old method will be looked upon in our country as a thing of the past.

What is the difference in the two methods? Briefly, this: The *oral* method teaches the child to speak by word of mouth and to read spoken language from the lips of others. The deaf-mute is no longer a *mute*. With the other method the deaf-mute remains dumb forever. We liberated the slaves after a terrible conflict and after long years of waiting and working. The men who organized the first anti-slavery society in Chatham Street chapel, New York, in the year 1833, were a minority; but in less than thirty years this minority had grown into a powerful majority. The minority which to-day is engaged in liberating the deaf-mutes of our country from the bondage of silence by means of the oral method, has no less earnest and zealous advocates. Among those foremost in this work is the Wisconsin Phonological Institute, an association of gentlemen and ladies who devote their energy and means to the promulgation and dissemination of the oral method, and who have practically identified themselves with the cause by establishing and maintaining the "Milwaukee Day School for the Deaf."

But, in connection with the blessing of speech to the dumb, this method carries another, that of enabling the day schools for the deaf to be organized wherever it is practicable, in our towns and cities, for there is no more fruitful soil for the growth of the oral method than where the child can be continually with hearing people, and so may have the opportunity to practice daily what it has learned in school. The exile from home, from parents, brothers and sisters, from all that is dear to the child, its seclusion with a number of other unfortunates within the walls of an asylum or institution, where it becomes estranged from the outer world, and thereby rendered unfit for the duties of life amidst a speaking and a hearing world; all these are evils, created, aye, demanded, by the very nature of the French method.

From the previous dissertation upon the two methods, it clearly follows that all subsequent remarks upon home education for the deaf are based upon the oral method.

The deaf mute is an intelligent being, therefore he can be educated. This truth we must fully recognize, in order to render the following pages of practical value.

In cases where the disease which caused deafness affects also other parts, the child's whole constitution may be more or less impaired, the effects of which will generally weaken the intellectual powers, but rarely to such a degree as to debar the child from mental development. Scrofulous diseases are most apt to cause such general degeneration. But where this is not the case, where the child was born deaf, or the nature of the sickness which destroyed the sense of hearing such as to confine its ravages only to the ear, then the physical and mental organization is the same as that of a hearing child, with the exception of the want of the hearing organs and the consequent inability to speak. How, then, is the intellectual development to take place? How is the deaf-mute to learn from others when he cannot understand their language nor hear their speech? The solving of this problem rests in the special education for deaf mutes. But the results of the deaf-mute school are in proportion to the support given by home training, preparatory to and continuous with the child's school life. When parents bestow no more care upon their deaf-mute child than to feed and clothe it, and give no thought to its moral and intellectual needs, the subsequent training in the school will meet with serious difficulties, and small results must be the inevitable consequence of such neglect; therefore it is of great importance that the deaf-mute, from infancy, be made the subject of special care. Owing to his misfortune the deaf-mute is, throughout his whole life, more dependent upon the patience and forbearance of others, than a hearing person. His earliest education must tend to lessen this dependency. Parents who really love their deaf-mute child will take pains to eradicate the unpleasant peculiarities to which such children are subject, and train them to cultivate such manners and habits as will make them agreeable companions to those with whom they come in contact. The deaf-mute needs a great deal of attention, close observation, careful guidance, and the better and the earlier this is done, the sooner will he learn to be less dependent and to be treated more like a hearing child. As his physical well-being is of so much importance, he should not be effeminized by over-heated rooms, excess of warm clothing, or confinement to the house. Such treatment weakens his frame, weakens him mentally as well as physically; he becomes a burden to his family and fellow-men, less fit to receive an education, disqualified for manual labor, and he is finally rendered discontented and unhappy through life. The diet of the deaf-mute should consist of wholesome food and be given at regular times. He must not be over-fed or accustomed to dainties. By frequent washing and bathing, outdoor exercise and light manual labor, his physical powers should be developed and strengthened, and a spirit of activity, discipline and contentment created. We readily perceive the value of a strong, healthy body in a hearing child; but of much more value is it to the deaf-mute child to possess a strong constitution, not easily influenced by the inclemency of the weather or the many ailments which flesh is heir to, because his knowledge of guarding against them and his ability to protect himself are so limited.

Unpleasant habits, which necessarily follow the want of hearing, should be prevented or overcome, such as a slouchy, noisy gait, audible breathing, groaning, excessive screaming, handling chairs and other articles in a boisterous manner, slamming the door, smacking the lips while eating, etc. The deaf-mute cannot hear the noise he makes, therefore the parents must draw his attention to it and make him conscious of the unpleasant nature of such habits.

In order to accomplish this, a means of communication is necessary. Through the ear the child cannot be reached; the eye is the only channel through which communication is possible. In the same manner, as we *say* everything to the hearing child, we must *show* everything to the deaf child; therefore we communicate with him by means of signs and gestures. As soon as the intellectual faculties awaken in the deaf-mute, the eye carries the images of things and actions to the brain, where they are shaped into ideas; but these ideas are not produced as in the hearing child, which associates words with the conceptions, for the deaf-mute thinks only in images and pictures. We reach the intellect of the hearing child while it is yet unable to speak or to understand language, by means of signs and gestures, using the hands, arms, the head and facial expressions for the purpose, and the child uses the same means of expressing ideas. Its motions toward the door when it wishes to be taken out, claps its little hands to show delight, etc. The same means must be adopted for the deaf child and its gesture language cultivated, enlarged, improved, for it is the only means of reaching and developing the intellect. As the child grows older and its understanding better, these signs and gestures will be improved upon by the child and new ones added. Such changes and additions should be carefully noted by the parents, in order to be able to meet the intellectual advancement of the child. The more a deaf child is treated like a hearing child the more will it grow intellectually. We play with the hearing child, sing to it, talk with it. Do the same with deaf child. The fact that the child cannot *hear*, should not exclude the little one from pleasant and instructive pastimes; they are not practiced in vain, for the deaf child can *see*, and that is the key to its brain. The actions which the child sees, the daily routine work of parents, brothers and sisters, watching the latter at play, and when old enough, participating with them, the use of building blocks, pictures drawn on a slate or paper, be they ever so crude; in short, all that we would do to interest a hearing child, tends to awaken the intellect, cultivates the perceptive power and trains the muscles. All these prepare the child for the future school education. But the most important part of home training, in connection with gesture and other means, is *the constant use of spoken language*. The infant will not be able to imitate the movements of the lips, but as physical and mental development progresses, the child will become conscious of and familiar with the action of the lips and tongue, and in time learn to imitate what it has seen so often, and gradually get an idea of spoken language. This idea of spoken language, of sound emitted during the movements of lips and tongue, can be

best brought to the consciousness of the child by frequently placing its hand against the throat of the speaker, where the vibration caused by speaking will be plainly felt; placing the other hand on the child's throat will be apt to cause it to imitate the action. In cases where a deaf child uses the voice but very little, the opportunity should be made use of, and when it cries, laughs, or utters any kind of sound, its hand brought in contact with the vibrating parts, and in this manner a voluntary use of the voice may be established. This, of course, applies only to children over two years of age. Many a hearing child does not begin to speak before that time. Words and short sentences which occur so often every day, for instance, the names of members of the household, such words as "papa," "mamma," "come," "go," "go out," "good-by," etc., may not only be recognized but also imitated by the child, and this imitation, be it ever so imperfect, is of the greatest value when it enters school. The oral method has this in advance of the other, that a child can be, yes, should be, sent to school at an earlier age than is practicable with the old method. The older a deaf-mute is, the more stiff and unwieldy are his organs of speech, and the chances of making a good speaker of the child are necessarily lessened. A child admitted to school at six or seven years of age, which has had the advantages of early home training, where consequently the organs of speech have not been suffered to lie idle, but in a measure at least, have been exercised and rendered pliable by the imitation of words or sentences, presents less difficulties to a proper development of the organs than one that has to take its first lessons in the use of the organs of speech when it enters the school. Furthermore, home training has cultivated the perceptive faculties, and the progress at school in lip-reading will be greatly aided. When a child has been fortunate enough to learn to speak a few words, the gestures or signs for the objects or ideas must be abandoned, and the child taught to use the spoken word only. We must always bear in mind that gestures and signs are merely the *means* to attain the use of speech and language.

The moral training of the deaf-mute is another important part of home education. The maxim stated before, "Treat the deaf-mute as you would a hearing child," must be also applied to the moral development. True love, real sympathy, must teach parents to instill into the heart of their child the love for all that is good and noble, and to shun and despise all that is degrading and wicked. The inability of parents to deny something to a child so afflicted, and to allow self-will and selfishness to rule it, are promptings of a sentimental sympathy and a false love, which, instead of fitting the child for the duties of life, only tend to unfit it in every way. For a child which grows up under such influences must necessarily become an unpleasant member of society, a burden to its fellow-men, liable to many reproaches, rebukes and unkind words and deeds from those with whom it may come in contact. Teach the child obedience, prevent obstinacy, awaken the conscience. This calling forth the better nature of the child is brought about by abstaining from all passionate

reprovals, and by correcting the child's faults in a gentle, quiet manner, in a spirit of kindness. The approving or disapproving expression in the countenance of father or mother will soon teach the child to discriminate between good and evil, and to obey these gentle and yet forcible monitors. In cases of disobedience, where punishment appears to be the only remedy, great caution should be exercised by the parents, and the question clearly solved, whether the child really understands the nature of the wrong, or the fact that it has disobeyed. A deserved punishment, recognized as such by the child, will be only a power for good, while on the contrary, it will harden and embitter it. In no case should a hearing child, much less a deaf child, be punished by seclusion in a dark room. To place it in the corner of a room, with the face toward the wall, is a severe punishment, as it is thereby entirely excluded from all intercourse with the outer world by means of that sense which does duty for two, the sight. Let earnest love and true sympathy guide the parents in the difficult task of training heart and mind of their deaf child.

We will now consider briefly the condition of the semi-mute, and in what manner we can assist him. As stated before, a semi-mute is a person that has lost his hearing after he has learned to speak. If the sense of hearing is destroyed before the child is eight years of age, speech will gradually be lost; after this age, the more advanced in years, the more perfect will the speech remain, dependent, of course, on the intellect, previous education and social surroundings. The loss of hearing in such a case is easily recognized. The child itself will realize the changed condition. In order to preserve, to some extent, at least, the speech which the child had, the parents should insist that all its wants, all its communications, be made in spoken language. The child must speak as much as possible, and if able to read, practice aloud daily. Faults in pronunciation should be corrected at once. A very common mistake is the adding of a syllable to the word; for instance, "meat-a," "sheep-a." To correct this, place its hand under your chin against the throat, and have the child do the same with the other hand, pronounce the word and have the child do the same. The vibration felt in the throat will readily correct the error. At all times have the child carefully watch the lips of the speaking person. Although it may not be able to read from the lips, this practice will prepare the way for learning lip-reading in the school for the deaf, where such a child will have to obtain its education, as the school for hearing children *can* not furnish the necessary instruction.

Where the hearing is acute enough to recognize vowels, then with a proper attention on the part of the deaf person lip-reading can be readily learned, as most of the consonants can be readily distinguished by the position of lips and tongue. At the same time, the lip-reading of vowel sounds should not be neglected. For to converse with such a person necessitates an unusually loud voice, which renders communication very unpleasant. If the deaf person is old enough to help himself he can practice the sounds and the powers of the

letters before a looking-glass, placing himself with the back toward the window or the light. When he has become acquainted with these, and tested his knowledge by reading them from the lips of other persons, he can practice words in the same manner. When some proficiency in this has been gained, poems or other selections which have been committed to memory, or which are familiar, should be read to him by another person. Faithful and daily practice will gradually teach him to recognize the different sounds in their various combinations and enable him to read the words of other people. Thus training the eye to aid the ear, the best results may be obtained.

Applicable to all teaching of lip-reading is this: Speak *distinctly*, but do not *exaggerate*. The speaking person must show his lips in a favorable position, as near as possible on a line with the eyes of the deaf person, and he should face the light, so that the organs of speech are plainly visible.

THE NORMAL DEPARTMENT
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REFERENCES, Prof. Alexander Graham Bell, Washington, D. C.; Miss Mary H. True, Washington, D. C.; Dr. James MacAlister, President Drexel Institute, Philadelphia, Pa.; Miss Sarah A. Stewart, Philadelphia, Pa.; Prof. G. W. Peckham, Supt. of Schools, Milwaukee, Wis.

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On page 4, fourth line, read \$285; fifth line, read \$235.

The Church Mission to Deaf-
Mutes,

NEW YORK, N. Y.,

1872-1893.

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BY REV. THOMAS GALLAUDET, D. D.,

General Manager of the Society.

THE CHURCH MISSION TO DEAF-MUTES.

THIS Society was incorporated in October, 1872, to promote the temporal and spiritual welfare of adult deaf-mutes. It was an outgrowth from St. Ann's Free Church, founded in October, 1852, for deaf-mutes and their hearing and speaking friends.

In efforts to lead deaf-mutes and their families into pastoral relations St. Ann's Church has accomplished an important local work in the city of New York, while the Church Mission to Deaf-Mutes has occupied a much larger field.



REV. THOMAS GALLAUDET, D. D.

The General Manager of the Society, Rev. Thomas Gallaudet, D. D., was greatly blessed in pioneering church work among deaf-mutes in several of the larger cities of our country, and in opening the way for Messrs. Henry W. Syle, Austin W. Mann, and Job Turner to be ordained as missionaries to their silent brethren. At length, providential circumstances led to a division of the extensive field. The Rev. Mr. Syle was placed in charge of this special mission in the Diocese of Pennsyl-

vania and the adjoining Dioceses; the Rev. Mr. Mann in thirteen of the Mid-Western Dioceses; and the Rev. Job Turner in the Southern Dioceses.

The missionaries of "The Church Mission to Deaf-Mutes," New York, the Rev. Dr. Gallaudet, the Rev. John Chamberlain, the Rev. Thomas B. Berry, and the Rev. Anson T. Colt, were limited in their operations to the five Dioceses of the State of New York, the six Dioceses of New England, and the Diocese of Newark in New Jersey.

The Rev. Francis J. Clerc, D. D., has rendered important aid to this peculiar department of church work. For several years he held services for deaf-mutes in St. Stephen's Church, Philadelphia, and now as rector of St. Paul's Church, Phillipsburg, Central Pennsylvania, he does all in his power to en-



THE GALLAUDET HOME FOR AGED AND INFIRM DEAF-MUTES.

courage those who are striving to preach the Gospel to the deaf by the sign-language.

The Rev. Henry W. Syle was taken to Paradise on Epiphany, the 6th of January, 1890, and the Rev. J. W. Koehler became his successor. The Rev. S. S. Searing, missionary to the deaf-mutes in Boston and vicinity, and the Rev. C. O. Dantzer in the Diocese of Western New York and Central New York, are associates of "The Church Mission to Deaf-Mutes," New York. The Rev. J. H. Cloud, in charge of St. Thomas's Mission, St. Louis, is an assistant to Rev. Mr. Mann. Thus it will be seen that there are eleven clergymen of the Protestant Episcopal Church in the United States who can minister to deaf-mutes in the sign-language.

The Church Mission to Deaf-Mutes, New York, has established the Gallaudet Home for Aged and Infirm Deaf-Mutes, on

a farm of 156 acres, by the Hudson river, six miles below Poughkeepsie. The members of this afflicted family are kindly cared for and enjoy the great privilege of religious services in chapel every Sunday.

In consequence of the labors thus briefly sketched, large numbers of the deaf-mutes and their families have been brought to Baptism, Confirmation, and the Holy Communion. The truths of the Bible and the system laid down in the Book of Common Prayer have been explained to them, and they have been encouraged to live as followers of our Lord and Saviour, Jesus Christ.

The school training of deaf-mutes lays the foundation for church work among them, as they leave the fostering care of their teachers and take their places in the battle of life. Much has been accomplished to enable them to bear their great deprivation cheerfully and bravely, and to cultivate the hope of finally reaching the glorious abodes in which they will be freed from all human imperfections.

American Periodicals Published
for the Benefit of the Deaf,

1893.



By THE EDITOR.

AMERICAN PERIODICALS PUBLISHED FOR THE BENEFIT OF THE DEAF, 1893.

Name of Periodical.	When Published.	Editor.	Place of Publication.
American Annals of the Deaf.	Quarterly.....	E. A. Fay.....	Kendall Green, Washington, D. C.
Arkansas Mite.....	Monthly*.....	.....	Arkansas Ins'te, Little Rock, Ark.
Banner.....	Weekly*.....	M. M. Taylor.....	North Dakota Inst'n, Devils Lake, N. D.
Buff and Blue.....	Semi-quarterly*.....	Board of Editors.	National College, Washington, D.C.
Canadian Mute.....	Semi-monthly*.....	J. B. Ashley.....	Ontario Inst'n, Belleville, Ont.
Colorado Index.....	Weekly*.....	H. M. Harbert.....	Colorado School, Colo. Sp'gs, Colo.
Companion.....	Weekly*.....	J. L. Smith.....	Minnesota School, Faribault, Minn.
Daily Bulletin.....	Daily*.....	.....	New Jersey School, Trenton, N. J.
Dakota Advocate.....	Weekly*.....	.....	South Dakota School, Sioux Falls, S. D.
Deaf Hawkeye.....	Weekly*.....	H. W. Rotherth.....	Iowa School, Council Bluffs, Iowa.
Deaf-Mute Advance.....	Weekly.....	Frank Read and Frank Read, Jr.	Jacksonville, Ill.
Deaf-Mute Critic.....	Weekly.....	Matthew McCook.....	Dubuque, Iowa.
Deaf-Mute Mirror.....	Weekly*.....	C. Fellows.....	Michigan School, Flint, Mich.
Deaf-Mute Pelican.....	Weekly*.....	H. L. Tracy.....	Louisiana Inst'n, Baton Rouge, La.
Deaf-Mute Voice.....	Weekly*.....	C. S. Deem.....	Mississippi Inst'n, Jackson, Miss.
Deaf-Mutes' Advocate.....	Weekly*.....	G. L. Reynolds.....	Northern New York Inst'n, Malone, N. Y.
Deaf-Mutes' Journal.....	Weekly.....	E. A. Hodgson.....	Station M, New York City.
Deaf-Mutes' Register.....	Weekly.....	F. L. Seliney, J. H. Eddy, T. H. Jewell, W. M. Chamberlain.	Central New York Inst'n, Rome, N. Y.
Deseret Eagle.....	Semi-monthly*.....	Frank W. Metcalf.....	Utah School, Salt Lake City, Utah.
Educator.....	Monthly*.....	F. W. Booth and S. G. Davidson.	Mt. Airy, Philadelphia, Pa.
Gazette.....	Monthly*.....	.....	Western Pennsylvania Inst'n, Edgewood Park, Pa.
Goodson Gazette.....	Weekly*.....	.....	Virginia Inst'n, Staunton, Va.
Institute Herald.....	Semi-monthly*.....	Wm. A. Caldwell.....	Florida Inst'n, St. Augustine, Fla.
Juvenile Ranger.....	Weekly*.....	Harris Taylor.....	Texas School, Austin, Texas.
Kansas Star.....	Weekly*.....	.....	Kansas Inst'n, Olathe, Kansas.
Kentucky Deaf-Mute.....	Weekly*.....	G. M. McClure.....	Kentucky Inst'n, Danville, Ky.
Le Couteulx Leader.....	Weekly.....	.....	Le Couteulx Inst'n, Buffalo, N. Y.
Little Helper.....	Weekly*.....	.....	Kentucky Institution, Danville, Ky.
Little World.....	Daily*.....	.....	Pennsylvania Inst'n, Mount Airy, Philadelphia, Pa.
Maryland Bulletin.....	Weekly*.....	.....	Maryland School, Frederick, Md.
Messenger.....	Weekly*.....	Ogce Roberts.....	Alabama Ins'te, Talladega, Ala.
Missouri Deaf-Mute Record.....	Weekly*.....	Wallace Williams.....	Missouri School, Fulton, Mo.
Mute's Chronicle.....	Weekly.....	Robert Patterson.....	Ohio Inst'n, Columbus, Ohio.
Nebraska Mute Journal.....	Semi-monthly.....	.....	Nebraska Ins'te, Omaha, Neb.
New Method for the Deaf.....	Monthly.....	.....	McCowen Oral Sch'l, Englewood, Ill.
Now and Then.....	Occasionally*.....	.....	Michigan School, Flint, Mich.
Optic.....	Weekly*.....	Frank B. Yates.....	Arkansas Ins'te, Little Rock, Ark.
Our Little Friend.....	Weekly*.....	.....	Kansas Inst'n, Olathe, Kansas.
Palmetto Leaf.....	Semi-monthly*.....	J. T. Carter.....	South Carolina Inst'n, Cedar Sp'g, S. C.
Paper for Our Little People.....	Daily*.....	.....	Western New York Inst'n, Rochester, N. Y.
Printer's Apprentice.....	Weekly*.....	.....	New Jersey School, Trenton, N. J.
School-Room Aid.....	Fortnightly*.....	.....	Indiana Inst'n, Indianapolis, Ind.
Sign.....	Weekly*.....	.....	Oregon School, Salem, Oregon.
Silent Echo.....	Monthly*.....	.....	Manitoba Inst'n, Winnipeg, Man.
Silent Hoosier.....	Weekly*.....	Edw'd J. Hecker.....	Indiana Inst'n, Indianapolis, Ind.
Silent Missionary.....	Monthly.....	Rev. J. M. Koehler.....	Philadelphia, Pa.
Silent Observer.....	Semi-monthly*.....	.....	Tennessee School, Knoxville, Tenn.
Silent Worker.....	Monthly*.....	.....	New Jersey School, Trenton, N. J.
Silent World.....	Weekly*.....	H. Van Allen.....	Pennsylvania Inst'n, Mt. Airy, Philadelphia, Pa.
Tablet.....	Weekly*.....	.....	West Virginia School, Romney, W. Va.
Texas Mute Ranger.....	Monthly*.....	.....	Texas School, Austin, Texas.
Washingtonian.....	Semi-monthly*.....	.....	Vancouver, Washington.
Weekly News.....	Weekly*.....	.....	California Inst'n, Berkeley, Cal.
Western Pennsylvanian.....	Semi-monthly*.....	H. L. Branson.....	Western Pennsylvania Inst'n, Edgewood Park, Pa.
Wisconsin Times.....	Weekly*.....	.....	Wisconsin School, Delavan, Wis.

* During the school year.

NAMES AND ADDRESSES
OF
AMERICAN INSTRUCTORS
OF THE DEAF.

1893.

BY THE EDITOR.

NAMES AND ADDRESSES OF AMERICAN INSTRUCTORS OF THE DEAF, 1893.

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- Adams, Mabel E., Teacher in the Horace Mann School, Boston, Mass.
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- Branum, W. O., Teacher in the Tennessee School, Knoxville, Tenn.
- Breckenridge, Miss Mary S., Teacher in the Oral School, Cincinnati, O.
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- Brock, Marquis L., Teacher in the Illinois Institution, Jacksonville, Ill.
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Emery, Philip A., Teacher in the Chicago Day-Schools, Chicago, Ill.
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Erwin, Hugh, Teacher in the Mississippi Institution, Jackson, Miss.
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Fagan, Catharine, Teacher in the St. Joseph's Institute, Fordham, N. Y.
Fagan, Rose, Teacher in the St. Joseph's Institute, Fordham, N. Y.

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- Peek, Mary E., Teacher of Art in the Illinois Institution, Jacksonville, Ill.
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- Peet, Walter B., Teacher in the New York Institution, Washington Heights, New York city.
- Pelletier, Joseph, C. S. V., Vice-Director of the Male Catholic Institution, Montreal, P. Q.
- Perry, Charles S., M. A., Teacher in the California Institution, Berkeley, Cal.
- Peters, Sister M. Alphonsus, Teacher of Articulation in the Mariæ Consilia Institution, St. Louis, Mo.
- Phoenix, E. G., Teacher in the Wisconsin School, Delavan, Wis.
- Pierce, C. M., Teacher in the Michigan School, Flint, Mich.
- Plympton, Emma L., Teacher in the Oral Department of the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Poirier, E., C. S. V., Teacher in the Male Catholic Institution, Montreal, P. Q.
- Pollard, Nannie A., M. S., Teacher of Articulation in the Missouri School, Fulton, Mo.
- Porter, Miss Frances H., Teacher of Art in the New Jersey School, Trenton, N. J.
- Porter, George S., Teacher of Printing in the New Jersey School, Trenton, N. J.
- Porter, Samuel, M. A., Emeritus Professor in the National College, Washington, D. C.
- Porter, Miss Sarah H., Instructor in the Kendall School, Washington, D. C.
- Posey, Miss S. J., Teacher in the Georgia School, Cave Spring, Ga.
- Potter, Adella F., Instructor in the Clarke Institution, Northampton, Mass.
- Potwin, M. E., Teacher in the Institution for Improved Instruction, New York city.
- Powell, Miss M., Teacher in the Pennsylvania Oral School, Scranton, Pa.
- Powers, George E., Assistant Teacher in the Fredericton Institution, Fredericton, N. B.
- Prince, Ernest E., Assistant Teacher in the Fredericton Institution, Fredericton, N. B.
- Priscille, Sister, Teacher in the Dactylology Department of the Female Catholic Institution, Montreal, P. Q.
- Purtell, Mary, Teacher in the St. Joseph's Institute, Fordham, N. Y.
- Putnam, Geo. H., Teacher in the Texas Institution, Austin, Texas.

- Rachel, Sister M., Teacher in the Oral Department of the Female Catholic Institution, Montreal, P. Q.
- Rambo, Miss Edith S., Teacher of Articulation in the Louisiana Institution, Baton Rouge, La.
- Ray, John E., M. A., Superintendent of the Colorado School, Colorado Springs, Colo.
- Read, Frank, Teacher in the Illinois Institution, Jacksonville, Ill.
- Read, Frank, Jr., Teacher in the Illinois Institution, Jacksonville, Ill.
- Reamy, V., Teacher in the Institution for Improved Instruction, New York city.
- Rees, Miss Frances, Teacher in the Pennsylvania Oral School, Scranton, Pa.
- Reinhardt, Miss Anna C., Assistant Teacher in the Home for Training in Speech, Philadelphia, Pa.
- Remi, Sister, Teacher in the Oral Department of the Female Catholic Institution, Montreal, P. Q.
- Réparatrice, Sister M., Director in the Oral and Dactylology Department of the Female Catholic Institution, Montreal, P. Q.
- Reynolds, George L., Teacher in the Northern New York Institution, Malone, N. Y.
- Rice, Luann C., Teacher in the New York Institution, Washington Heights, New York city.
- Richards, Miss Anna M., Teacher in the Pennsylvania Oral School, Scranton, Pa.
- Richards, Miss Laura De L., Principal of the Rhode Island Institute, Providence, R. I.
- Rider, Edward C., Teacher of Articulation in the Northern New York Institution, Malone, N. Y.
- Rider, Ella G., Teacher in the Northern New York Institution, Malone, N. Y.
- Rider, Henry C., Superintendent of the Northern New York Institution, Malone, N. Y.
- Roberts, A. C., Teacher in the Kansas Institution, Olathe, Kan.
- Roberts, Linnæus, Teacher in the Western Pennsylvania Institution, Edgewood Park, Pa.
- Roberts, Osce, Teacher in the Alabama Institute, Talladega, Ala.
- Robillard, R., C. S. V., Teacher in the Male Catholic Institution, Montreal, P. Q.
- Robinson, Lucy E., Teacher of Articulation in the Indiana Institution, Indianapolis, Ind.
- Robinson, W., M. A., Teacher in the Wisconsin School, Delavan, Wis.
- Rogers, Augustus, B. A., Teacher in the Kentucky School, Danville, Ky.
- Rogers, Mrs. Augustus, Teacher in the Kentucky School, Danville, Ky.
- Rogers, David S., B. A., Teacher in the Kansas Institution, Olathe, Kan.
- Rogers, Thomas J., Teacher of Penmanship in the Illinois Institution, Jacksonville, Ill.
- Rooney, Miss Mary, Teacher in the Le Couteulx St. Mary's Institution, Buffalo, N. Y.
- Roper, Miss Annie M., Teacher in the St. Louis Day-School, St. Louis, Mo.

- Rose, Grace H., Teacher in the Ohio Institution, Columbus, O.
Rose, Sister Mary, Teacher in the Oral Department of the Female Catholic Institution, Montreal, P. Q.
Rudd, Miss Ella M., Teacher in the Nebraska Institute, Omaha, Neb.
Russell, Jane, Teacher of Articulation in the Illinois Institution, Jacksonville, Ill.
Saunders, Frances, Teacher in the Ohio Institution, Columbus, O.
Saunders, L. W., Teacher in the Mississippi Institution, Jackson, Miss.
Schmitt, Miss Anna, Principal of the Kindergarten and Primary School, Washington, D. C.
Schoolfield, G. T., Teacher in the Kentucky School, Danville, Ky.
Schory, Albert H., B. A., Teacher in the Ohio Institution, Columbus, O.
Schottmüller, Celestine, Superintendent of the St. Joseph's Institute, West Chester, N. Y.
Scott, Ella, Instructor in the Clarke Institution, Northampton, Mass.
Scott, J. W., B. A., Teacher in the Mississippi Institution, Jackson, Miss.
Scott, Wirt A., M. A., Teacher in the Texas Institution, Austin, Texas.
Scurlock, George H., Instructor of Gymnastics in the Illinois Institution, Jacksonville, Ill.
Searing, Rev. S. S., Missionary, Boston, Mass.
Searles, Miss Jean B., Teacher of Articulation in the Western Pennsylvania Institution, Edgewood Park, Pa.
Seay, M. G., Teacher in the Institution for Improved Instruction, New York city.
Seeley, Franc, Assistant Teacher of Articulation in the Western New York Institution, Rochester, N. Y.
Selby, Mary A., Teacher of Articulation in the Illinois Institution, Jacksonville, Ill.
Seliney, Fort Lewis, M. A., Teacher in the Central New York Institution, Rome, N. Y.
Sewell, Mrs. H. F., Teacher in the Kansas Institution, Olathe, Kansas.
Shaw, Mary B., Teacher in the Oral Department of the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
Shelley, Kate, Teacher in the St. Joseph's Institute, Fordham, N. Y.
Sheridan, Laura C., Teacher in the Illinois Institution, Jacksonville, Ill.
Sheridan, Mary J., B. A., Teacher in the Illinois Institution, Jacksonville, Ill.
Sherrerd, Miss M. O., Teacher in the South Carolina Institution, Cedar Spring, S. C.
Shibley, Miss Mary E., Teacher in the Arkansas Institute, Little Rock, Ark.
Shrom, Miss Jennie A., Teacher in the Western Pennsylvania Institution, Edgewood Park, Pa.
Shuey, Stephen, B. A., Teacher in the Missouri School, Fulton, Mo.
Siebert, Miss Emma, Teacher in Miss Schmitt's Kindergarten and Primary School, Washington, D. C.
Simonds, Mary I., Teacher in the Portland School, Portland, Me.
Simpson, James, Superintendent of the South Dakota Institution, Sioux Falls, S. D.

- Simpson, M. L., Teacher in the South Dakota Institution, Sioux Falls, S. D.
- Smith, Carrie, Teacher of Physical Culture in the Indiana Institution, Indianapolis, Ind.
- Smith, Cassie H., Teacher in the Ohio Institution, Columbus, O.
- Smith, David D., Teacher of Art in the Illinois Institution, Jacksonville, Ill.
- Smith, Mrs. E. B., Teacher in the Minnesota School, Faribault, Minn.
- Smith, James L., M. A., Head Teacher in the Minnesota School, Faribault, Minn.
- Smith, Katharine F., Instructor in Gymnastics in the American Asylum, Hartford, Conn.
- Smith, L. J., Teacher in the Institution for Improved Instruction, New York city.
- Smith, Marion S., Instructor in the Clarke Institution, Northampton, Mass.
- Smith, Mary E., Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Smith, Miss Minnie F., Teacher in the Western Pennsylvania Institution, Edgewood Park, Pa.
- Snowden, Miss Elizabeth C., Teacher in the New Jersey School, Trenton, N. J.
- Spaight, Miss Augusta, Teacher in the Manitoba Institution, Winnipeg, Manitoba.
- Sparrow, Rebecca E., Instructor in the Clarke Institution, Northampton, Mass.
- Spear, A. R., Principal of the North Dakota School, Devils Lake, N. D.
- Spears, Anna T., Teacher in the Missouri School, Fulton, Mo.
- Spencer, Mrs. B. B., Teacher in the Milwaukee Day-School, Milwaukee, Wis.
- Stauffer, D. Edward, Jr., Resident Principal of the Maryland Colored School, Baltimore, Md.
- Steagall, Miss Carrie, Kindergarten Teacher in the Texas Institution, Austin, Texas.
- Steelman, Miss Anna B., Teacher of Articulation in the Florida Institute, St. Augustine, Fla.
- Steinke, Agnes, Teacher in the Wisconsin School, Delavan, Wis.
- Steinke, Elsie M., Teacher in the Oral Department of the Wisconsin School, Delavan, Wis.
- Stelzig, Lulu, Teacher in the Ohio Institution, Columbus, O.
- Stephens, Miss Martha, Teacher in the Kentucky School, Danville, Ky.
- Stevenson, M. Kate, Teacher in the Kansas Institution, Olathe, Kansas.
- Stewart, R. E., B. A., Teacher in the Nebraska Institute, Omaha, Neb.
- Stewart, William J., Teacher in the Western Pennsylvania Institution, Edgewood Park, Pa.
- Stiffler, Luella, Teacher in the Utah School, Salt Lake City, Utah.
- Stone, George F., Instructor in the American Asylum, Hartford, Conn.
- Story, J. Edwin, Teacher in the Central New York Institution, Rome, N. Y.

- Stout, Alice I., Teacher in the Minnesota School, Faribault, Minn.
- Stratton, Miss C. C., Teacher in Miss Schmitt's Kindergarten and Primary School, Washington, D. C.
- Stryker, Elizabeth M., Teacher of Articulation in the New York Institution, Washington Heights, New York city.
- Stryker, Grace H., Teacher of Articulation in the New York Institution, Washington Heights, New York city.
- Summers, C. H., Teacher in the Institution for Improved Instruction, New York city.
- Summers, S. L. D., Teacher in the Institution for Improved Instruction, New York city.
- Sutherland, Leela M., Kindergarten Teacher in the Western New York Institution, Rochester, N. Y.
- Sutton, Estelle V., Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Sweet, Caroline C., Instructor in the American Asylum, Hartford, Conn.
- Swett, Miss Nellie H., Principal of the New England Industrial School, Beverly, Mass.
- Swiler, John W., M. A., Superintendent of the Wisconsin School, Delavan, Wis.
- Talbot, Benjamin, M. A., Teacher in the Ohio Institution, Columbus, O.
- Tallant, Miss Mattie, Teacher of Art in the Arkansas Institute, Little Rock, Ark.
- Tanner, Anna E., Teacher in the Illinois Institution, Jacksonville, Ill.
- Tate, James N., M. A., Superintendent of the Missouri School, Fulton, Mo.
- Tate, Mrs. Mary M., Teacher of Articulation in the Missouri School, Fulton, Mo.
- Taylor, Mrs. E. M. R., Teacher of Art in the Missouri School, Fulton, Mo.
- Taylor, Elizabeth R., Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Taylor, Harris, Teacher in the Texas Institution, Austin, Texas.
- Taylor, Miss M. H., Kindergarten Teacher in the Colorado School, Colorado Springs, Colo.
- Taylor, Martin M., B. A., Head Teacher in the North Dakota School, Devils Lake, N. D.
- Taylor, Minnie E., Principal of the La Crosse Oral School, La Crosse, Wis.
- Taylor, W. E., M. A., Oral and Aural Teacher in the Nebraska Institute, Omaha, Neb.
- Taylor, Mrs. W. E., Oral and Aural Teacher in the Nebraska Institute, Omaha, Neb.
- Teegarden, Geo. M., B. A., Teacher in the Western Pennsylvania Institution, Edgewood Park, Pa.
- Templeton, Miss S., Teacher in the Ontario Institution, Belleville, Ont.
- Terriault, J. E., C. S. V., Prefect of Studies in the Male Catholic Institution, Montreal, P. Q.
- Terrill, Edith, Teacher in the Mackay Institution, Montreal, P. Q.
- Terrill, Mrs. J. G., Teacher in the Ontario Institution, Belleville, Ont.

- Thérèse, du S. C., Sister, Teacher in the Dactylology Department of the Female Catholic Institution, Montreal, P. Q.
- Thomas, J. W., Teacher in the Kansas Institution, Olathe, Kansas.
- Thompson, Emma Ross, Teacher in the Oral Department of the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Thompson, Louisa K., Teacher of Articulation in the Ohio Institution, Columbus, O.
- Thompson, Richard T., Teacher in the Kansas Institution, Olathe, Kan.
- Thornberry, W. M., Teacher in the Texas Institution, Austin, Texas.
- Thorne, Lila, Teacher in the Sarah Fuller Home, West Medford, Mass.
- Tillinghast, David R., Teacher in the North Carolina Institution, Raleigh, N. C.
- Tillinghast, J. A., M. A., Teacher in the Colorado School, Colorado Springs, Colo.
- Tillinghast, Thos. H., Teacher in the North Carolina Institution, Raleigh, N. C.
- Toney, Miss M. E., Teacher in the Alabama Institute, Talladega, Ala.
- Tracy, H. Lorraine, B. A., Teacher in the Louisiana School, Baton Rouge, La.
- Trepannier, Rev. F. X., First Chaplain and Superintendent of Teaching in the Female Catholic Institution, Montreal, P. Q.
- Tripp, Sally B., Teacher in the Horace Mann School, Boston, Mass.
- Trist, Mrs. Sophia, Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Trout, Miss M. G., Teacher in the Virginia Institution, Staunton, Va.
- Tuck, Louis C., B. A., Teacher in the Minnesota School, Faribault, Minn.
- Turner, Rev. Job, Missionary in the Southern States, Staunton, Va.
- Tyler, Allys E., Teacher of Articulation in the American Asylum, Hartford, Conn.
- Tyrrel, Miss Marion, Teacher in the Michigan School, Flint, Mich.
- Uhlig, H., Director of the German Evangelical Lutheran Institution, North Detroit, Mich.
- Vail, Miss Lellia E., Kindergarten Teacher in the Nebraska Institute, Omaha, Neb.
- Vail, S. J., Teacher in the Indiana Institution, Indianapolis, Ind.
- Van Allen, H., Instructor in Printing in the Pennsylvania Institution, Philadelphia, Pa.
- Van Ingen, Miss Elizabeth, Teacher in the Warren Articulation School, New York city.
- Van Tassell, Charles W., Teacher in the New York Institution, Washington Heights, New York city.
- Vaught, Lawrence O., M. A., Principal of the Chicago Day-Schools, Chicago, Ill.
- Veditz, G. W., M. A., Teacher in the Colorado School, Colorado Springs, Colo.
- Velasco, Virginia, Aspirant to Instructorship in the National School, City of Mexico, Mexico.
- Vettle, Miss Emma C., Teacher in the Oral School, Cincinnati, O.

- Villa, Luis G., General Instructor in the National School, City of Mexico, Mexico.
- Vincent, J. H., C. S. V., Teacher in the Male Catholic Institution, Montreal, P. Q.
- Von Behren, Emma, Teacher in the South Dakota Institution, Sioux Falls, S. D.
- Waddell, Allen L., Teacher in the Illinois Institution, Jacksonville, Ill.
- Wait, Frances F., Teacher in the Illinois Institution, Jacksonville, Ill.
- Wait, Helen H., Teacher of Articulation in the Illinois Institution, Jacksonville, Ill.
- Wait, Minnie, Teacher in the Illinois Institution, Jacksonville, Ill.
- Walker, A. H., B. A., Teacher in the Texas Institution, Austin, Texas.
- Walker, Fannie, Teacher in the Ohio Institution, Columbus, O.
- Walker, Mrs. Gertrude M., Teacher in the Milwaukee Day-School, Milwaukee, Wis.
- Walker, Horace E., B. A., Teacher in the Missouri School, Fulton, Mo.
- Walker, John P., M. A., Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Walker, N. F., Superintendent of the South Carolina Institution, Cedar Spring, S. C.
- Walker, S. T., M. A., Superintendent of the Kansas Institution, Olathe, Kan.
- Wall, Mrs. Annie B., Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Warren, Miss Lillie Eginton, Principal of the Warren Articulation School, New York, N. Y.
- Watson, Cecil R., Teacher in the Missouri School, Fulton, Mo.
- Watson, Mrs. Celia, Teacher in the Washington State School, Vancouver, Wash.
- Watson, J. C., Teacher in the Washington State School, Vancouver, Wash.
- Watson, James, Director of the Washington State School, Vancouver, Wash.
- Webb, Mary, Teacher in the Portland School, Portland, Me.
- Weed, George L., M. A., Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Weeks, Wm. H., Instructor in the American Asylum, Hartford, Conn.
- Wells, Hannah C., Instructor in the Clarke Institution, Northampton, Mass.
- Wentz, C. C., M. A., Teacher in the Nebraska Institute, Omaha, Neb.
- Wentz, Mrs. C. C., Oral and Aural Teacher in the Nebraska Institute, Omaha, Neb.
- West, Emma Florence, Teacher in the Oral Department of the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Westervelt, Z. F., Principal and Superintendent of the Western New York Institution, Rochester, N. Y.
- Whalen, Walter, Teacher of Shoemaking in the New Jersey School, Trenton, N. J.
- Wharton, Miss Lulu E., Teacher of Articulation in the Mississippi Institution, Jackson, Miss.

- Whealan, Sister M. Adelina, Teacher in the Mariæ Consilia Institution, St. Louis, Mo.
- Whildin, O. J., B. A., Teacher of Printing in the Florida Institute, St. Augustine, Fla.
- Whipple, N. F., Teacher in the California Institution, Berkeley, Cal.
- Wild, Laura H., Instructor in the Clarke Institution, Northampton, Mass.
- Wilkes, Miss Bertha, Assistant Teacher in the Home School, Albany, N. Y.
- Wilkinson, Warring, M. A., L. H. D., Principal of the California Institution, Berkeley, Cal.
- Williams, Job, M. A., L. H. D., Principal of the American Asylum, Hartford, Conn.
- Williams, Kate D., Teacher in the Horace Mann School, Boston, Mass.
- Williams, Lucy H., Instructor in the American Asylum, Hartford, Conn.
- Williams, Lucy S., Instructor in the American Asylum, Hartford, Conn.
- Williams, T. J., Teacher in the Virginia Institution, Staunton, Va.
- Winston, Mrs. Laura A., Teacher in the North Carolina Institution, Raleigh, N. C.
- Witter, Ruth, Instructor in the Clarke Institution, Northampton, Mass.
- Wood, Fannie, Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.
- Wood, S. Francis, Teacher in the Illinois Institution, Jacksonville, Ill.
- Woobridge, Albert F., Principal of the Fredericton Institution, Fredericton, N. B.
- Woods, John H., M. A., Teacher in the Illinois Institution, Jacksonville, Ill.
- Woods, Miss L. Lee, Teacher in the Louisiana Institution, Baton Rouge, La.
- Woodworth, Mrs. Mary E., Teacher in the Chicago Day-Schools, Chicago, Ill.
- Woodworth, Stiles, Teacher in the Central New York Institution, Rome, N. Y.
- Wright, C. W., Teacher in the Georgia School, Cave Spring, Ga.
- Wright, Grace L., Instructor in the Clarke Institution, Northampton, Mass.
- Wright, J. D., Teacher in the Institution for Improved Instruction, New York city.
- Yale, Caroline A., Principal of the Clarke Institution, Northampton, Mass.
- Yale, June, Instructor in the Clarke Institution, Northampton, Mass.
- Yates, Frank B., Principal of the Arkansas Institute, Little Rock, Ark.
- Yeager, John H., Teacher in the Kentucky School, Danville, Ky.
- Yerkes, Laura C., Teacher of Articulation in the Maryland School, Frederick, Md.
- Yost, Miss Stella P., Teacher of Articulation in the Kentucky School, Danville, Ky.
- Young, Julia M., Teacher in the Maryland School, Frederick, Md.
- Young, Louisa, Teacher in the Pennsylvania Institution, Mt. Airy, Philadelphia, Pa.

- Young, Mrs. M. C., Teacher in the Mississippi Institution, Jackson, Miss.
Young, M. J., C. S. V., Teacher in the Male Catholic Institution, Montreal, P. Q.
Young, W. J., M. A., Superintendent of the North Carolina Institution, Raleigh, N. C.
Zander, Annie, Teacher in the California Institution, Berkeley, Cal.
Zearing, Jessie, Teacher of Art and Penmanship in the Kansas Institution, Olathe, Kansas.
Zell, Ella A., Teacher in the Ohio Institution, Columbus, O.
Zorbaugh, Grace S., Teacher of Articulation in the Utah School, Salt Lake City, Utah.
Zorn, William H., M. A., Teacher in the Ohio Institution, Columbus, O.

NOTE.

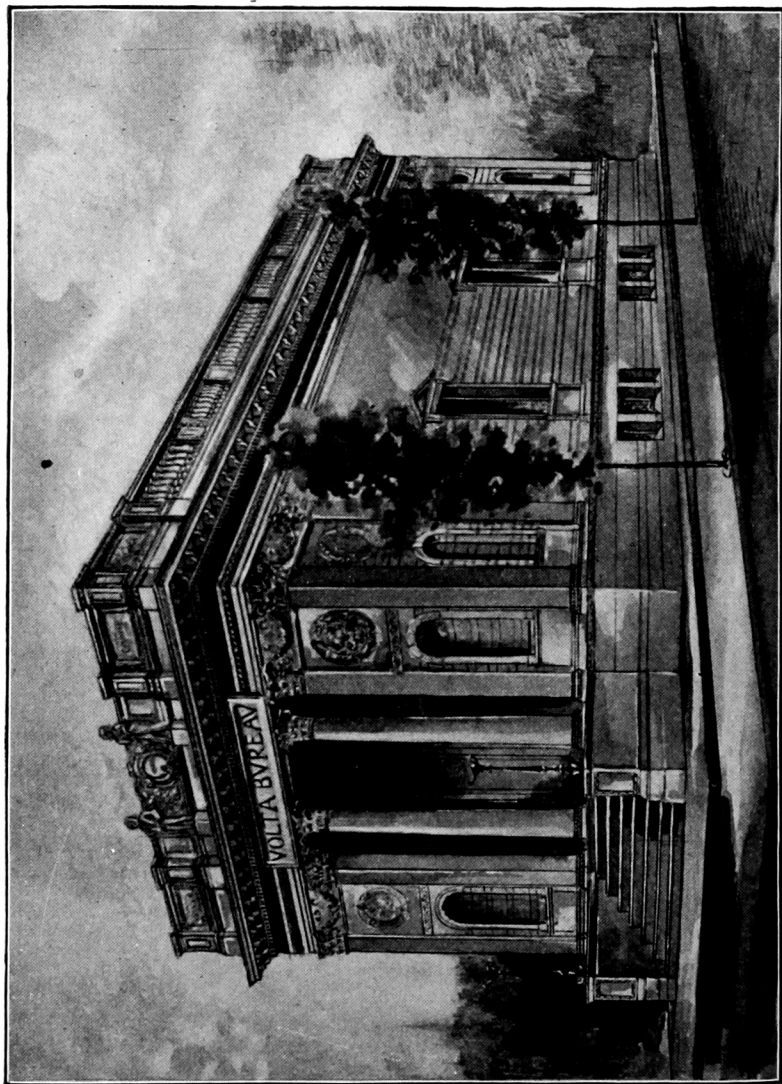
The names and addresses of the Instructors of the Iowa School, Council Bluffs, Iowa, were accidentally omitted from the foregoing list. Their names may be found in the History of the Iowa School (Article XVIII, Volume II), page 7, as follows :

- Barrett, John W., Teacher, Grammar and Primary Grade.
Bright, S. C., Teacher, Academic Grade.
Bruning, Olivie, Teacher of Articulation.
Clement, Florence, Teacher of Drawing and Painting.
Eddy, Francis, Teacher, Grammar and Primary Grade.
Glenn, Fannie, Teacher, Grammar and Primary Grade.
Hamilton, Margaret, Teacher of Articulation.
Hardie, Mrs. Alex., Teacher, Grammar and Primary Grade.
Holloway, F. C., Teacher, Grammar and Primary Grade.
Kruse, Gussie, Teacher, Grammar and Primary Grade.
Marshal, W. S., Teacher, Academic Grade.
Phillips, Hiram, Teacher, Grammar and Primary Grade.
Rothert, Henry W., Superintendent.
Southwick, Edwin, Teacher, Grammar and Primary Grade.
Spruit, C., Teacher, Academic Grade.
Tracy, Ollie, Teacher, Grammar and Primary Grade.
Watkins, Margaret, Teacher, Grammar and Primary Grade.
Wilcoxson, Florence, Teacher, Grammar and Primary Grade.
Wycoff, G. L., Principal.
Zorbaugh, Conrad, Teacher, Grammar and Primary Grade.

- Whealan, Sister M. Adelina, Teacher in the Mariæ Consilia Institution,
St. Louis, Mo.
- Whildin, O. J., B. A., Teacher of Printing in the Florida Institute, St.
Augustine, Fla.
- Whipple, N. F., Teacher in the California Institution, Berkeley, Cal.
- Wild, Laura H., Instructor in the Clarke Institution, Northampton,
Mass.
- Wilkes, Miss Bertha, Assistant Teacher in the Home School, Albany,
N. Y.
- Wilkinson, Warring, M. A., L. H. D., Principal of the California Institu-
tion, Berkeley, Cal.
- Williams, Job, M. A., L. H. D., Principal of the American Asylum,

- Yost, Miss Stella P., Teacher of Articulation in the Kentucky School,
Danville, Ky.
- Young, Julia M., Teacher in the Maryland School, Frederick, Md.
- Young, Louisa, Teacher in the Pennsylvania Institution, Mt. Airy,
Philadelphia, Pa.

- Young, Mrs. M. C., Teacher in the Mississippi Institution, Jackson, Miss.
Young, M. J., C. S. V., Teacher in the Male Catholic Institution, Montreal, P. Q.
Young, W. J., M. A., Superintendent of the North Carolina Institution, Raleigh, N. C.
Zander, Annie, Teacher in the California Institution, Berkeley, Cal.
Zearing, Jessie, Teacher of Art and Penmanship in the Kansas Institution, Olathe, Kansas.
Zell, Ella A., Teacher in the Ohio Institution, Columbus, O.
Zorbaugh, Grace S., Teacher of Articulation in the Utah School, Salt Lake City, Utah.
Zorn, William H., M. A., Teacher in the Ohio Institution, Columbus, O.



VOLTA BUREAU, FOR THE INCREASE AND DIFFUSION OF KNOWLEDGE RELATING TO THE DEAF.

PUBLICATIONS OF THE VOLTA BUREAU.

1883. *Method of Teaching Language to a Very Young
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1883. *Fallacies Concerning the Deaf. An Address
delivered before the Philosophical Society of
Washington, D. C., with remarks by Dr. E.
M. Gallaudet and Hon. Gardiner G. Hub-
bard, . . . *Alex. Graham Bell, Ph. D., M. D.*
1884. *Deaf Classes in Connection with the Public
Schools. Arguments by Dr. Alex. Graham
Bell and Dr. P. G. Gillett, with remarks by
Rev. F. H. Wines and Mr. Lester Goodman.
1884. Deaf-Mute Instruction in relation to the Work
of the Public Schools. Address and Discus-
sion at the meeting of the National Educa-
tional Association held in Madison, Wis.,
Alex. Graham Bell, Ph. D., M. D., and others.
- 1885,† *Practical Hints to Parents concerning the Pre-
liminary Home-Training of Young Deaf Chil-
dren, . . . *Joseph C. Gordon, M. A., Ph. D.*
1885. Line-Writing Exercise,
Alex. Graham Bell, Ph. D., M. D.
- 1886.† Readings in Line-Writing from standard au-
thors, . . . *Alex. Graham Bell, Ph. D., M. D.*
1886. Directions to Parents of Deaf Children for their
treatment from infancy in order that they
may learn Speech and Lip-Reading. Re-
print from Medical and Surgical Reporter of
June 12, 1886, *Mary S. Garrett.*
1886. *The Family Instruction of the Deaf in Early
Childhood, *Harvey Prindle Peet, Ph. D., LL. D.*
1888. On Reading as a Means of Teaching Language
to the Deaf. Address delivered before the
Sixth National Conference of Superintend-
ents and Principals, April 14-17,
Alex. Graham Bell, Ph. D., M. D.

* Revised reprints from the *American Annals of the Deaf*.

† Out of print at present.


1890. Names and Addresses of Persons interested in the Education of the Deaf, with Supplement. Compiled 1890, *Volta Bureau.*
1891. Marriage. An Address to the Deaf delivered before the Literary Society of the National Deaf-Mute College, March 6, with Appendix on Consanguineous Marriages,
Alex. Graham Bell, Ph. D., M. D.
1891. The Combined System of Educating the Deaf. An Address delivered at Glasgow before the British Deaf and Dumb Association, August 7, . . . *Edward M. Gallaudet, Ph. D., LL. D.*
- 1891.† Helen Keller—Souvenir of the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf,
Volta Bureau.
1892. *The Toy Object-Method, with Explanatory Supplement, *Estella V. Sutton.*
- 1892.† Education of Deaf Children. Evidence of Edward M. Gallaudet, Ph. D., LL. D., and Alex. Graham Bell, Ph. D., M. D., with accompanying papers, presented to the Royal Commission of Great Britain. [For public and institution libraries only],
Joseph C. Gordon, M. A., Ph. D.
1892. Notes and Observations on the Education of the Deaf, with a revised index to "Education of Deaf Children," *Joseph C. Gordon, M. A., Ph. D.*
1892. Visible Speech Charts, I-VII, and explanatory text prepared expressly for "Education of Deaf Children," *Prof. Alex. Melville Bell.*
1893. *Entrance into School and Exercises preliminary to Articulation,
William Paul, Principal of Strassburg School.
1893. Histories of American Schools for the Deaf, 1817-1893, Vols. I, II, III,
Edward Allen Fay, M. A., Ph. D.

* Revised reprints from the *American Annals of the Deaf*.

† Out of print at present.

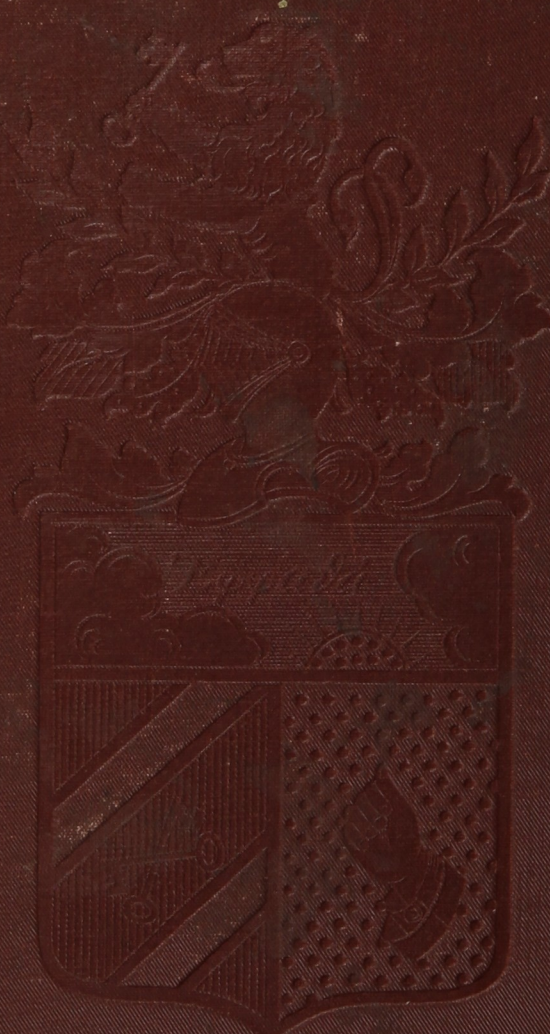
The Bureau has also on hand duplicate copies of the following works, and a large collection of odd numbers of deaf-mute journals serviceable for exchange.

1879. Vowel Theories. Paper read before the National Academy of Arts and Sciences, April 15, *Alex. Graham Bell, Ph. D., M. D.*
1882. Lecture upon Visible-Speech. Delivered before the American Association for the Advancement of Science, August 28,
Alex. Melville Bell, F. E. I. S.
- 1883.† Memoir upon the Formation of a Deaf Variety of the Human Race. Read before the National Academy of Sciences, November 13,
Alex. Graham Bell, Ph. D., M. D.
1883. Tabular Statement Concerning the Teaching of Articulation in the United States, . . . *U. A. Yale.*
1884. Official Report of the Third Convention of Articulation Teachers of the Deaf, June 25-28.
Dwight L. Elmendorf, M. A.
1888. Conditions Necessary for the Establishment, by Selection, of a Deaf Variety of the Human Race, *W. K. Brooks, Ph. D.*
1888. Facts and Opinions relating to the Deaf. Collected and presented to the Royal Commission of Great Britain,
Alex. Graham Bell, Ph. D., M. D.
1892. Discussion and Results of Oral Work. Read before the Teachers' Association of the Pennsylvania Institution for the Deaf and Dumb, and printed by request of the Members,
Samuel Gaston Davidson.
1892. Speech Teaching in American Schools for the Deaf. Address Graphic and Statistical Charts, *Alex. Graham Bell, Ph. D., M. D.*

 The Volta Bureau, having for one of its objects the diffusion of knowledge relating to the Deaf, will issue occasional publications presenting the views of prominent advocates of the various methods of educating the Deaf. The Bureau, however, disclaims the endorsement of any of the theories expressed by the authors whose works it may publish.

† Out of print at present.

VOLTA BUREAU



WASHINGTON, D.C.